DOCUMENT RESUME

ED 023 371 JC 680 366

Selected Papers from Northern Illinois University Community College Conferences, 1967-1968.

Northern Illinois Univ., De Kalb. Community Coll. Services.

Pub Date Aug 68

Note-151p.

EDRS Price MF-$0.75 HC-$7.65

Descriptors-Board Administrator Relationship, Conferences, *Foundation Programs, Governing Boards, *Junior Colleges, *Library Services, Presidents, *Speech Instruction, *Work Study Programs

Identifiers-*Illinois

The first seven papers of this conference deal with the junior college foundation, its value, functions, organization, and examples of by-laws. Two papers discuss the scope and development of a speech course. Five papers examine the requirements of the library as a multi-media center, housing not only books but also films, records, tapes, etc. and point out that the library must make allowance for increased automation of its services. These papers redefine both the library's and librarian's functions and cover the planning, philosophically and architecturally, of a learning center, faculty attitudes and involvement, and the ideal and efficient use of a resource center. Two papers discuss the college board; one tells how to achieve a good relationship between the board and the president; the other describes in detail the structure of a junior college board in Illinois. Another speech gives an example of how to organize work-study programs in cooperation with industry, and still another looks at the president in the roles of consultant and delegator. The final paper addresses the conference on the community college mission in a time of special revolution. (HH)

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SELECTED PAPERS

from

Northern Illinois University Community College Conferences

1967—1968

1895

ED023371

COMMUNITY COLLEGE SERVICES
NORTHERN ILLINOIS UNIVERSITY

JC 680 366

August 1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Each year Northern Illinois University sponsors a series of conferences on various topics of interest to community college personnel. The topics and speakers involved in these conferences are suggested by an advisory committee to the office of Community College Services and various articulation committees. The papers reproduced in this publication are those made available in written form by the speakers at various conferences.

William K. Ogilvie, Director
Community College Services
Northern Illinois University

UNIVERSITY OF CALIF.
LOS ANGELES

AUG 5 1968

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

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DEFINITION AND FUNCTIONS OF THE COMMUNITY COLLEGE FOUNDATION

Elmer J. Kuhn
Dean of Student Services
Sauk Valley College

Money is required to operate a qualified college. Accordingly assurance that funds should be available for the establishment of a community college is a major criteria in the formulation of a junior college district. In accordance with House Bill 1710, there are several criterian for the establishment of a district among which is the tax base. Most junior colleges in the state of Illinois have been established on the basis of either population and or the tax base from which the funds will be derived.

Although the public junior college receives its basic support from tax funds, the community college is securing an increasing amount of monies from private sources including funds from individual donors and the federal government. With the growing national recognition of the junior college, substantial monies from federal sources are increasingly available for various aspects, programs, and development. The Higher Education Act of 1965 and the Vocational Education Act of 1963 have been paramount in assisting support and providing funds for various community programs as well as technical and vocational curriculum.

One of the more fortunate states in the union that has had foundation support is that of Michigan. The selection of the junior college by the Kellogg Foundation was a major event for junior colleges throughout the country. That Foundation has made several major commitments in addition to its own area community college and has directed foundations and the preparation for community college leadership centers.

There is a tendency for junior colleges to ape and imitate the four year college when attempting to establish its own foundation. The junior colleges cannot operate on the same basis as four year colleges in that the population from which the junior college draws its students is restricted and has a certain "local flavor." The four year college or university has the advantage of offering "big time" programs and attracting national recognition when it solicits through its foundation. The community college must, because of its local nature, develop its program around, for, and by the local citizentry. The junior college must define itself on its own terms, stressing the uniqueness of its program and the role it plays in society today.

The community college foundation is by necessity, a non profit organization and operates exclusively for educational purposes to assist in developing and augmenting the facilities in carrying out the educational functions of the junior college whose name it bears. The foundation is organized to the end, that there may be provided in the college community, broader educational opportunities for, and services to the students and alumni of that college. The foundation shall acquire by any lawful means, properties of any character and subject to such restrictions as may be imposed by the donors, administer and dispose of the same by any and all such purposes providing that the acquisitions and dispositions of all such properities shall be subject to the approval of the foundation.

Another main purpose of the function of the foundation is to provide funds by campaigns or other appropriate means and to encourage and participate in the making of loans to students, gifts, grants, bequests of money or property and the establishment of endowments, scholarships, and fellowships for the educational, artistic and cultural enhancement of the college. In other words, the foundation is organized to effectuate and aid in general the causes of education in the community college wherein the foundation is a part.

Institutional development is a necessity for the non profit institution. It is especially so for the community colleges which face a remarkable and unprecedented educational future providing that funds, programs and services are available. The role of the foundation in its philanthropic function is immeasurable. Few community colleges can provide the extra services such as grants, fellowships, scholarships, that are so desperately needed by using only tax funds. In fact, in many instances, the use of tax monies for noninstructional tax purposes or for programs not voted by referendums is illegal. Where then, would the establishment of a cultural center or a observatory or a plot of ground for biological research be made available if they relied only on tax monies? While these projects may be directly educational values, they may not necessarily be legally sanctioned so that tax monies may be expended. Many of the so called fringe benefits in education, even though they may be substanciated would not be available if it could not be funded by other sources.

Community college foundations being established as non profit organizations, act as the recipient for the community college so that other foundations may donate and receive benefit of tax deductions. The foundation then functions as a clearing house for all donations, either they be that of money, land, historical items, or pieces of art. The donor receives the benefit of deductions on his tax and the community college receives the deduction on the value of the donation. The amount of time and effort expended in soliciting and receiving these gifts cannot be assigned within the community college structure. It must, by necessity, become the function of a group related to the college and allowed to organize its efforts by their individual nature. The basic requisite for any foundation member is civic betterment and pride in the community and the college. The very notion that the community and the college are synonymous and that all persons in the community regardless of age will be benefited by its program is the underlying basis for a good foundation member.

The marriage of the foundation and the community college organization is required. They cannot live together in harmony and bear fruits for their efforts unless they have been sanctioned and recognized in holy matrimony. This then gives way to the relation and the functions that are performed. They must live together as husband and wife, sharing in all that benefits the educational community and assisting each other for a more fruitful and useful existence.

THE ROLE OF THE FOUNDATION IN ASSISTING COMMUNITY COLLEGES
LEGAL AND ORGANIZATIONAL FACTORS

Richard D. Fagan
Dean of Business Affairs
Highland Community College

Highland Community College first became a college in September of 1962, as Freeport Community College, controlled and directed by High School District 145. As we opened our doors in September of 1962 to the first 300 students, it became apparent to many of the leaders of the community that this college was one which was going to grow and grow very rapidly. This college grew out of a very strong support and demand from citizens of the Freeport area and in the summer of 1962, the College Advisory Council, then appointed to recommend to the Board of Education of Freeport School District 145 the establishment and operational procedures of a community college, appointed a sub-committee to study the feasibility of a foundation. The formal results of this committee's work is a corporate charter, dated November 21, 1962, issued by the State of Illinois to the Freeport Community College Foundation, evidencing its existence as a not-for-profit Illinois corporation. The document itself is a two-page form consisting mainly of names, addresses, and other miscellaneous information needed to define the purposes and the activities which may be legally carried out by this body. The technicalities or legalities of actually drawing a corporate charter are quite simple and any competent lawyer, in a few moments, can set down and indicate to you the necessary blanks to be filled out; and after this, it's merely a process of sending it to the State and having it approved and therefore becoming a not-for-profit state-chartered organization. The Board of Directors of the Foundation started with nine (9) members, was expanded to twelve (12) members in 1965, and now has again been expanded under the flexible provisions of the bylaws to sixteen (16) members.

The real problem, of course, is not the two sheets of paper upon which this foundation began in its legal form; but upon the many, many hours of meetings and discussions held to form the goals and desires of the legal structures. There is little difference in the formation of a community college foundation, chartered by the State of Illinois as not-for-profit, than there is in any other organization forming as a not-for-profit foundation. Examination of available literature in both the legal and educational fields gave us no direct assistance in either the forming of the document or in factors to be considered on how possibly would be the best beginning. As they had done in the past, a number of interested citizens in the community studied the corporation charters, trusts, indentures, and other governmental instruments adopted and used by a broad variety of foundations throughout the country to get the basis for our needs. The primary objective of our case study was to determine where the balance of power lies in dealing with foundation properties. In other words, which body has or should have control of the final say on the use of foundation assets, how tight should the control be, and how should or could it be achieved? Our initial conclusions from a quick scanning of the case histories indicated there is no right or best way of establishing control. To the contrary, not only the placement of the control, but also the means of achieving it must be adopted to the job to be done. It took the Advisory Committee four months of continuous meetings to frame the basic organizational document. They began with a general statement of dedication to the educational purposes, facilities, and the functions of the college. The foundation's purpose is to acquire properties of all kinds and to manage, administer, and dispose of them for the benefit of the college and its students; with the proviso, however, that the acquisition and disposition of all such properties shall be subject to the approval and direction of the college board.

I believe the organizational factors involved in the creation of a junior college foundation are of extreme importance. Therefore, let me take a few moments to more clearly define the three citizens' organizations that were involved in the creation of probably the first receptacle-type foundation created by a two-year community college. The three major groups which I am concerned with are: first of all, the Board of Education of School District 145. This body is the parent or legal guardian of the Freeport Community College Foundation and the instigator of the legal authority for such an organization. Of course, as most of you know, on June 9, 1967, we legally changed from a Class II District to a Class I Junior College District serving parts of four counties in Northwestern Illinois; and it was merely a matter of legality therefore to change the name and the location upon our document, and this was approved. So I will be speaking of both the Freeport Community College Foundation and the Highland Community College Foundation, which now exists as one in the same. The second group is the College Citizens' Advisory Council. This group is the formulator of educational innovations. And number three -- the financial implementations are conducted by the College Foundation itself. You have then the College Board drawing upon its legal authority from the School Code of Illinois and from the Master Plan of 1965 as the policy-making organization for adapting and the implementation of all necessary rules and regulations for the management and the government of the college under its jurisdiction. Generally the Board defines the tasks, establishes the guidelines, and invites the cross-sections of the citizenry to membership and chairmanship of various advisory groups to find solutions to problems which may be confronting the college. The Community College Advisory Council worked heavily through ad-hoc committees of citizens interested in promoting the College and searching out areas of need and community interest. The Advisory Council started with fifteen (15) members from the local school district and has been expanded to some 40 members from the now-Northwestern Illinois area. Let me show, then, the major premises that were defined for the legal or delegated authority of these organizations. One, the Board of Education, the policy-making group of lay citizens having legal authority for the Highland Community College. Two, the College Advisory Council, is a body of lay citizens acting to initiate the material ideas to aid in college development and to make recommendations to the Board of Trustees for the educational programs and their supporting elements. Three, the College Foundation, a group having legal authority within a corporate structure to act as the initiator of ideas for providing material resources, acquiring of facilities, and the educational functions of the college. This chart may be helpful to show the relationships of the two-way communication streets between the Advisory Council, the College Foundation, the College personnel, and of course, the legal control of the college through the Board of Trustees. With this unique two-way street of communication, we find a balance between the lay citizens on the Advisory Council, studying and suggesting college development and the acquisition of non-material organization for the college; and on the other hand, the College Foundation, in a legal entity in itself, being able to raise funds by campaign or other appropriate means including gifts, and bequests. In addition, our foundation can receive funds for property, for research and instruction, establish endowments, scholarships, fellowships, and academic chairs. It can receive grants for buildings, equipment, and often forgotten are items such as historical papers, works of art, and other museum specimens.

Changes take place in the college only after the board has officially adopted a policy which reflects such desired changes, and once adopted, delegates through the President to the faculty the task of implementation.

The advisory council, operating within its framework of stated purposes, may recommend action to be taken to bring about a desired change in the college. The recommendations go to the board of trustees.

The college foundation, on the other hand, has the privilege of conducting its affairs within the legal framework of the Illinois-not-for-profit corporation provisions, and then to make a formal recommendation for change to the board of trustees. Only after the board has officially adopted a policy statement can a recommendation be implemented by the professional personnel of the college.

A "foundation" is defined as a supporting member of a particular structure. In our case then, a college foundation would be a supporting member of the particular college structure. Nothing could be more explicit in describing the Highland Community College Foundation. Starting with its legal formation on November 21, 1962, the Foundation is foremost dedicated to education. It is specifically designed to acquire, manage, administer, and dispose of all kinds of properties for the benefit of the College. The Highland Community College Foundation, as a separate unit in itself, works together with the Advisory Council and the College personnel, under the approval and direction of the Board of Trustees, for the promotion and betterment of Highland Community College.

I strongly urge each college represented here today to look into the advantages of a foundation on his campus.

Thank you.

THE COMMUNITY COLLEGE FOUNDATION "ADVANTAGES AND DISADVANTAGES"

Robert Edison
Controller
Sauk Valley College

If one were to ask a variety of persons for their definition of a foundation I am sure the responses would contain a variety of answers -- some of which would be legitimate and specific and some would be without thought and quite broad. A few of these answers might be that:

> "A foundation is a nongovernmental, non-profit organization having a principal fund of its own, managed by its own trustees or directors, and established to maintain or aid social, educational, charitable, religious, or other activities serving the common welfare."

A second person might say that:

> "A foundation is a relatively new social form which is legally incorporated in society's private sector. It has its own board of trustees; it has its own private employees and it has its own all important tax exempt status."

While these might be legitimate definitions many other people facetiously have defined a foundation as being, and I quote, "A body of money entirely surrounded by people who want some of it."

Regardless of one's personal definition of a foundation it is obvious that the public and private foundations of the United States must be credited with great leadership in having helped to solve many important social and public problems. Among these contributions were the Andrew Carnegie grants of some $60,000,000. to construct 3,000 public libraries across the nation, and the Ford Foundation contribution of some $260,000,000 to increase college and university faculty salaries.

If we consider the current tax structure of this country, coupled with the eviable foundation history of concern for the public welfare, it more clearly helps to explain why foundations have grown in number from two dozen in 1900 to more than 19,000 in 1967. Equally important, and substantiating the old adage that "figures don't lie but liars figure", we can find foundation assets in this country reported in the range between 20 billion and 100 billion dollars. Foundation grants in 1967 totaled 1-1/4 billion dollars which were distributed towards thousands of good causes -- both public and private.

While the foregoing might be interesting to those persons concerned with foundation statistics and foundation support, it is the concern of this group to relate the advantages and disadvantages of establishing a Community College Foundation to service only a Community College and the residents of the college district. In this respect it becomes apparent that even though the units themselves are called "Foundations" that the functions of the various foundations will become substantially different in the scope of their operations. Comparatively speaking it is the function of most foundations to distribute their monies in accordance with the ends they wish to attain whereas one function of the Community College Foundation will be to receive monies in behalf of the College itself.

In recent years it has often been said that the community college is the most significant educational innovation of the Twentieth Century and that it can do much to supply sub-professional personnel and technicians to the various professions and to our giant industrial complex in the years ahead. Statistics of both foundation and governmental support in areas such as business midmanagement, civil techology, the health fields and many others clearly indicate the void in needs which must be supplied by the Community College. Though the needs do represent a challenge it is equally clear that the climate for the junior colleges to fill these needs will quite probably never be better than the climate which exists today. With a challenge of such magnitude it is obvious that the junior college needs all the help which can be assembled in the form of either government aid, citizens groups, foundation support and any other support which can be morally and ethically obtained.

If functional definitions, administrative channels, legal requirements and purposes of organization are precisely defined relative to a Community College and a Community College Foundation, and if these definitions govern the conduct of all parties, the speaker cannot visualize one single major disadvantage to the formation of a Community College Foundation. Conversely, I believe that such an organization offers many advantages to the Community College and to the residents of the college district. I would summarize some of the advantages as follows:

1. By requiring precise definitions of all cooperative elements we could minimize any local political and/or personal

pressures, and simultaneously insure continuity of operations as organization memberships change personnel.

2. A foundation will broaden the base of college support throughout the college district and will thus contribute substantially to the public relations and educational objectives of the college.

3. A foundation provides a reciprocal tax exempt organization to receive funds for the College and will increase the base of participants capable of soliciting funds on behalf of the college.

4. A foundation frequently lends prestige to its operations in fund solicitation since it is not necessarily limited to a geographic area and need not tie itself up by representing the name of only one specific institution.

5. A foundation can more readily determine the need for outside organizations and can more readily obtain outside professional counsel when required.

6. A foundation can more readily construct a relationship for lay citizens to work on specific phases of the college development in which they have their greatest interest.

7. A foundation can emphasize the locality of the college and educate the public to the fact that the College is responsive to local needs. This factor should also emphasize and create community improvement and civic pride.

8. A foundation can define public responsibility for the needs of the College without the onus of any personal benefits

which might accrue to the College staff. This function should result in the utmost development of a highly cooperative, enlightened and responsive citizenry which would fulfill the ultimate goals of the College program.

In closing and by exercising the right of free advertising, I would like to inform you that the Sauk Valley College Foundation, an infant of only two years, has contributed to Sauk Valley College during the past year the approximate amount of $33,000 for building purposes, $14,000 for library purposes, and the equivalent of some 73 full time scholarship awards.

THE HIGHLAND COMMUNITY COLLEGE FOUNDATION

Mrs. Louise Neyhart
Member, Highland Community College Foundation
Highland Community College

We do need some background before we function. Back in 1958, I never would have dreamed when I chairmened a subcommittee for the Adult Education Council to support a permissive tuition bill for higher education in the Illinois Legislature, that 10 years later we would be going "great guns" in the junior college business.

In my day (those horrible twenties) we could choose a college -- now the question is not to choose a college but to find a place that will accept you. This fact, together with the realization that tuition rates have become increasingly expensive, and plus the knowledge that the junior college serves the brilliant, the average and still others who are able to profit from vocational-type short courses, finds people willing to help the community college in its continuing development -- and a Foundation is the answer!

Local business and industry, in our community continually asks HIGHLAND to offer a variety of courses. They realize that many employees will come from the community college. They need, in this changing world, to have personnel retrained. And for these reasons industry is recognizing the importance of providing adequate financial support for community colleges in areas where their plants are located.

The doors of our Community College opened in September, 1962, in the high school facilities on an after-hours basis, and under the jurisdiction of our local school board 145. The cynics who said, "who would go to that college?" were wrong. Businesses and industries contributed support in library and instructional materials. And "my baby", which is the scholarship department, began to receive funds from individuals and civic organizations.

It was heartwarming to hear that 70% of our students were first generation college people. These were young people who had never dreamed that college whould be within their financial realm. People who gave felt gratified to give $200 a year, which at that time was the cost of tuition for 12 semester hours or more, for an investment in educational opportunity.

Early in the summer of 1962, the Board of Education and a college council of the citizens realized that some kind of foundation-like organization was essential. The result of an appointed committee of School Board members and lay citizens of the College Advisory Council was a corporate charter dated November 21, 1962, issued by the State of Illinois to Freeport Community College Foundation. Since that date much has happened. The master plan came into effect, our little college has become a Class I junior college, supported by parts of four counties. The school now runs from 8 a.m. until 10 p.m. in ten rented locations, but with a campus master plan for building by a California architect. Ground breaking is set for the fall of 1968. Meanwhile, however, the name of the institution has been changed to HIGHLAND -- looking at a map we are in the HIGH corner of the State.

We now have 16 directors of the Foundation -- the by-laws were changed to include members of the area now encompassed. I do have a copy of our by-laws with me and anyone interested may see this after the session. Other than officers, we are organized as the following committee chairmen: Alumni Association, Campus Development, Finance, Insurance, Legal Affairs, Long Range Planning, National Foundations, Planned Gifts Development, and Scholarships. I served as Scholarship Chairman before the inception of the Foundation. Some of these committees cannot function with full steam until we are situated on the campus, but research and study is now being done.

A college foundation can raise funds by campaign or other appropriate means including gifts, grants, and bequests. In addition, it can receive funds for property, for research and instruction, establish endowments, scholarships, fellowships, professorships, and academic chairs. It can receive grants for buildings, equipment, and all other facilities of the college.

A college foundation can accept works of art, historical papers, and documents, museum specimens having educational, artistic, historical, literary or cultured value. The activities of a community college foundation are only limited by the creativity, imagination, and ingenuity of the individuals who serve on the foundation. Thus far, in our short term of existence, a few of our accomplishments are as follows:

1. Received funds from a number of industries for purchase of scientific equipment.

2. Accepted non-earmarked gifts from a community college booster campaign to begin operation of the foundation. (In return

for a contribution the donor received a college booster sticker for his car.)

3. Purchased technical books with the $8,000 from one industry which was designed for library use. In turn, the foundation provided the contributing industry with library cards so the company can use the college books for appropriate research.

4. Added to our already established scholarship fund donated by individuals and organizations a check for over $3,000 from the Stephenson County Medical Society to be used for students working in medical or related fields. (This check was an accumulation of donations from the Sabin Oral vacine given in the county.)

5. Received notification of an endowment to establish an academic chair of music -- a stipulation in a will of an elderly person.

6. Received notification of trust funds to be established for student scholarships.

7. Accepted $20,000 gift as "seed" for planning the construction of a college campus.

8. Raised funds for the purchase of 210 acres of land for a college campus through a subscription campaign. And just recently we received from an enterprising citizen a gift of several valuable acres to be used for the main entrance to the campus.

The land for the campus is without a doubt the accomplishment which is of major interest to the community as a whole. This was done during the time the college was under the jurisdiction of the local school board 145. This was unique since the school is a public institution but received all monies for this purchase from private sources. Persons from the College Foundation, the Citizens' Advisory Council, and the Board of Education visited individuals and groups telling them about the potential and promise of the community college and its necessary place in higher education.

Unlike many campaigns, we were not desiring extremely large donors but hoped individuals who were financially able would contribute $500 for an acre -- we called our effort ACRES FOR EDUCATION. In a two-month campaign, over 1,000 people donated $150,000 for a community college campus. This little plaque, with enclosure of black soil from the land, has the inscription "my investment in the future -- an ACRE FOR EDUCATION." This was given to everyone who contributed $500 or more. Some families and friends joined forces to buy an acre, but only one plaque was given. We did not solicit industry for this campaign -- we are saving industry for the future.

In our early days we invited the director of a foundation of a four-year private, liberal arts college to address us. Although I don't remember the gentlemen's name, I do remember his classic advice to foundation members: "Give, get, or get off." Thus far we have been fortunate to be able to raise approximately $6 to $7 thousand a year for scholarships, which is awarded for need.

You realize, of course, that the things I have enumerated just don't happen. They are made to happen. The activities of the foundation include a wide variety of contacts. We have developed a close working relationship with attorneys and trust officers. Highland Community College Foundation has a number of select, prominent individuals of the area who serve on the Foundation. This group is drawn from business, industry, and farming. However, since we have only two women serving, I feel that it is a discriminatory group. But with out a doubt, the success of the Foundation does prove that men can make things happen too. You can't quarrel with success!

In closing I want to enlarge upon our scholarship and loan fund of the Foundation. I'm sure that you all have the regular channels of financial assistance -- Illinois State Scholarship Commission Program, Illinois Guaranteed Loan Program, National Defense Student Loan Program, and a work study program. And although about 70% of our student body have jobs, in this inflated period of history, many need more help. Despite the increase in State and Federal Financial aids, our district scholarships administered by the Highland Community College Foundation has provided funds for approximately 61% of those students receiving financial aids during the past academic year. Thus, there is no question but that scholarship awards make a very significant contribution to the total financial assistance program.

We think you should know how scholarship applications are evaluated and acted upon. When a student's scholarship application and its accompanying three personal reference forms are received by the Financial Aids Counselor at Highland, a file is started for that student. Before the scholarship committee meeting, a fact sheet is prepared including information about each scholarship applicant. As he is preparing the fact sheet, the Financial Aids Counselor tentatively prepares recommendations for the committee. At the meeting, each scholarship application and its individual circumstances are reviewed by the committee of six. (Financial Aids Counselor, President of the College, Dean of Education, two faculty members, and me representing the Foundation.) When the committee cannot reach a decision about the applicant, which does happen since there are always more applicants than there are available funds, the recommendation of the Financial Aids Counselor is accepted.

From 1962 through spring of 1968 the scholarship committee of the Foundation has collected and paid out $30, 101 to 161 different students. Some of these students have had tuition paid for 4 semesters. We also have invested in Treasurery Bills $2,000 already contributed for the fall of 1968, and other investments in an endowment and loan fund amounting to $1,707.15. During the past year - fall semester '67 - spring semester '68 the sum of $6,717 was spent for student tuitions.

Regarding our procedures for handling funds, each year in April I send out a letter to all donors giving a report of our year's work and asking for continued support. The letter requests that the contribution be sent by check to the Foundation P. O. Box in the name of the scholarship fund. However, many checks are sent to me and many are sent to the college. We then send them to the secretary of the Foundation who deposits the monies in the Scholarship checking account.

The secretary makes a memo of the following information and sends a copy to me and the president of the College: Date received, Name of donor and amount, list of any restrictions of donor. She also includes with the president's memo, a receipt for the donor. The President then writes a letter to the donor, expressing the gratitude of the college, the scholarship committee, and the Foundation. All scholarship checks written have my signature and the President's. Students are given the name of the donor who is making their gift possible and are expected to write a note of appreciation.

As a trustee of Highland Community College, I am, indeed, aware of the value of the Foundation to the College. As the vice-president of the Foundation, I am very proud that we were pioneers in this area for the public junior college. And as chairman of the scholarship committee -- well, what can be more compensating than an investment in education for individual development?

HIGHLAND COMMUNITY COLLEGE FOUNDATION
Freeport, Illinois
BY-LAWS

Adopted at a Regular Meeting of the Board of Directors, March 28, 1968.

ARTICLE I

PURPOSES

Highland Community College Foundation is a non-profit, Illinois Corporation. The purposes of the Corporation, as stated in Paragraph 5 of its Articles of Incorporation, as amended September 29, 1967, are:

The Corporation is organized and shall be operated exclusively for educational purposes to assist in developing and augmenting the facilities and carrying out the educational functions of Highland Community College, established and operated by the Board of Junior College District No. 519, Counties of Stephenson, Ogle, JoDaviess and Carroll, and State of Illinois, to the end that there may be provided in the College community broader educational opportunities for and service to the students and alumni of such College and the citizens of this State and Nation; to acquire by any lawful means properties of any character and, subject to such restrictions as may be imposed by the donor or transferor, to manage, administer and dispose of the same for any and all such purposes provided, however, the acquisition and the disposition of all such properties shall be subject to the approval and direction of such properties shall be subject to the approval and direction of said Board of Junior College District No. 519 in aid of such purposes to provide funds by campaign or other appropriate means and to encourage the making of loans, gifts, grants, devises or bequests of money or property for research and instruction, the establishment of endowments, scholarships, fellowships, professorships and academic chairs and for buildings, equipment, and all other facilities of said College, including gifts or loans of property, works of art, historical papers and documents and museum specimens having educational, artistic, historical, literary, or cultural value; to act in a fiduciary capacity in order to carry out any of the foregoing purposes; and to exercise any and all powers now or hereafter granted by the General Not-For-Profit Corporation Act of the State of Illinois which may be necessary or appropriate to effectuate any and all of the foregoing purposes and to aid and assist in general the cause of education of said College.

The Corporation also has such powers as are now or may hereafter be granted by the General Not-For-Profit Corporation Act of the State of Illinois.

ARTICLE II

DEFINITIONS

As used in these By-Laws:

1. - College Board shall mean the Board of Junior College District No. 519, Stephenson, Ogle, JoDaviess and Carroll Counties, Illinois, commonly known as Highland Community College.

2. - Highland Community College, or College, shall mean the Class I Junior College organized and operated by the College Board.

3. - The College President shall mean the person from time to time employed by the College Board as Chief Administrative Officer of the College.

ARTICLE III

OFFICES

The Corporation shall have and continuously maintain in this State a registered office and a registered agent whose office is identical with such registered office, and may have other offices as the Board of Directors may from time to time determine.

ARTICLE IV

MEMBERS

Section 1. Classes of Members:

The Corporation shall have one class of members.

Section 2. Election of Members:

All duly elected Directors of the Corporation from time to time in office shall, by virtue of such office, be members of the Corporation. Additional members who, in the opinion of the Directors are qualified to aid and assist in the work of the Corporation or some part thereof, may be elected from time to time upon the affirmative vote of two-thirds of the Directors for a term expiring at the Annual Meeting of the Directors next following the election of such members

Section 3. Voting Rights:

Each member shall be entitled to one vote on each matter submitted to vote of the members.

Section 4. Termination of Membership:

The Board of Directors, by affirmative vote of two-thirds of all members of the Board, may suspend or expel a member for cause after an appropriate hearing, and may, by a majority vote of those present at any regularly constituted meeting, terminate the membership of any member who becomes ineligible for membership.

Section 5. Resignation

Any member may resign by filing a written resignation with the Secretary.

Section 6. Transfer of Membership:

Membership in this Corporation is not transferable or assignable.

ARTICLE V

MEETINGS OF MEMBERS

Section 1. Annual Meeting:

An Annual Meeting of the members shall be held on the first Tuesday of February in each year, beginning with the year 1969, at the hour of 7:30 o'clock P. M., for the purpose of electing Directors and for the transaction of such other business as may come before the meeting. If such day be a legal holiday, the meeting shall be held at the same hour on the next succeeding business day. If the election of Directors shall not be held on the day designated herein for any Annual Meeting, or at any adjournment thereof, the Board of Directors shall cause the election to be held at a Special Meeting of the members called as soon thereafter as conveniently may be.

Section 2. Special Meeting:

Special meeting of the members may be called either by the President, the Board of Directors, or not less than one-tenth of the members having voting rights.

Section 3. Place of Meeting:

The Board of Directors may designate any place, either within or without the State of Illinois, as the place of meeting for any Annual Meeting or for any Special Meeting called by the Board of Directors. If no designation is made, or if a Special Meeting be otherwise called, the place of meeting shall be the registered office of the Corporation in the State of Illinois, provided, however, that if all of the members shall meet at any time and place, either within or without the State of Illinois, and consent to the holding of a meeting, such meeting shall be valid without call or notice, and at such meeting any corporate action may be taken.

Section 4. Notice of Meetings:

Written or printed notice stating the place, day and hour of any meeting of members shall be delivered, either personally or by mail, to each member entitled to vote at such meeting, not less than five nor more than forty days before the date of such meeting, by or at the direction of the President, or the Secretary, or the officers or persons calling the meeting. In case of a Special Meeting or when required by statute or by these By-Laws, the purpose for which the meeting is called shall be stated in the notice. If mailed, the notice of a meeting shall be deemed delivered when deposited in the United States mail addressed to the member at his address as it appears on the records of the Corporation, with postage thereon prepaid.

Section 5. Informal Action by Members:

Any action required to be taken at a meeting of the members of the Corporation, or any other action which may be taken at a meeting of members, may be taken without a meeting if a consent in writing, setting forth the action so taken, shall be signed by all of the members entitled to vote with respect to the subject matter thereof.

Section 6. Quorum:

The members holding one-sixth of the votes which may be cast at any meeting shall constitute a quorum at such meeting. If a quorum is not present at any meeting of members, a majority of the members present may adjourn the meeting from time to time without further notice.

Section 7. Proxies:

At any meeting of members, a member entitled to vote may vote either in person or by proxy executed in writing by the member or by his duly authorized attorney-in-fact. No proxy shall be valid after eleven months from the date of its execution unless otherwise provided in the proxy.

ARTICLE VI

BOARD OF DIRECTORS

Section 1. General Powers:

The affairs of the Corporation shall be managed by its Board of Directors.

Section 2. Number, Qualification, Nomination, Election Tenure and Voting Rights of Directors:

a. - The number of Directors shall be 18. The College President and one member of the administrative staff of the College designated from time to time by the College Board shall each be ex officio Directors. From the nominees designated, as provided in the following Paragraph b, the members of the Corporation at their Annual Meetings shall elect all other Directors and their successors. Cumulative voting shall not be recognized in the election of Directors.

b. - The College Board is hereby empowered to nominate such number of its own members as it may determine for election of three Directors at the 1968 Annual Meeting of members of the Corporation, and for election at all times thereafter of successors to such Directors as their terms expire or their offices otherwise become vacant. If, during his term of office, a Director elected upon nomination by the College Board ceases to be a member of such Board, his term of office as Director shall thereby be terminated forthwith and his office shall be deemed vacant. The members of the Corporation shall nominate such number of persons as they may determine for election of all other Directors to be elected at the 1968 Annual Meeting of members, and for election at all times thereafter of successors to such Directors as their terms expire or their offices otherwise become vacant. No provision hereof shall be construed to make a member or past member of the College Board ineligible for nomination to the office of Director by the members of the Corporation.

c. - All Directors elected prior to the 1968 Annual Meeting of members have been divided into three classes which determine the date of expiration of their respective terms of office, which class designations shall continue to be applicable to all of such Directors and their successors. At the 1968 Annual Meeting of members, and at each Annual Meeting of members thereafter, from the nominees designated as provided in the preceding Paragraph b, Directors shall be elected for a three year term to fill the positions of all Directors whose terms then expire or whose offices are otherwise vacant.

d. - Each Director shall hold office until his duly constituted successor shall have qualified. Directors need not have been members of the Corporation prior to their election as Directors and, unless otherwise required by law, Directors need not be residents of Illinois.

e. - No elected Director shall be eligible for election to more than two consecutive three-year terms.

f. - Each Director, whether elected or ex officio, shall be entitled to cast one vote on each proposition submitted to a vote of the Board of Directors.

g. - The number of Directors may be increased or decreased from time to time by amendment to these By-Laws, provided, however, the number of Directors shall in no event be less than three. In order to equalize as nearly as may be the number of Directors within each class provided for in Article VI, Section 3, paragraph c, additional directorships, so created from time to time, shall be allocated in rotation to the first, second, and third classes, respectively, and in that order. Any directorships to be filled by reason of an increase in the number of Directors shall be filled by the Board of Directors.

Section 4. Regular Meetings:

A regular Annual Meeting of the Board of Directors shall be held without other notice than this By-Law immediately after, and at the same place as, the Annual Meeting of members. The Board of Directors may provide by resolution the time and place, either within or without the State of Illinois, for the holding of additional regular meetings of the Board without other notice than such resolution.

Section 5. Special Meetings:

Special Meetings of the Board of Directors may be called by or at the request of the President or any two Directors. The person or persons authorized to call Special Meetings of the Board may fix any place, either within or without the State of Illinois, as the place for holding any Special Meeting of the Board called by them.

Section 6. Notice:

Notice of any Special Meeting of the Board of Directors shall be given at least two days previous thereto by written notice, delivered personally or sent by mail or telegram, to each Director at his address as shown by the records of the Corporation. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail in a sealed envelope so addressed, with postage thereon prepaid. If notice be given by telegram, such notice shall be deemed to be delivered when the telegram is delivered to the Telegraph Company. Any Director may waive notice of any meeting. The attendance of a Director at any meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular or Special Meeting of the Board need be specified in the notice or waiver of notice of such meeting, unless specifically required by law or by these By-Laws.

Section 7. Quorum:

A majority of the Board of Directors shall constitute a quorum for the transaction of business at any meeting of the Board provided that, if less than a majority of the Directors present may adjourn the meeting from time to time without further notice.

Section 8: Manner of Acting:

The act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, except where otherwise provided by law or by these By-Laws.

Section 9. Vacancies:

Any vacancy occurring in the Board of Directors shall be filled by the Board of Directors, subject, however, to the nominating authority provided in Article VI, Section 2, paragraph b. A Director elected to fill a vacancy shall be elected for the unexpired term of his predecessor in office.

Section 10. Compensation:

Directors, as such, shall not receive any stated compensation for their services but, by resolution of the Board of Directors, may be reimbursed for their expenses of attendance at meetings of the Board, provided that nothing herein contained shall be construed to preclude any Director from serving the Corporation in any other capacity and receiving compensation therefor.

Section 11. Parliamentary Procedure:

Parliamentary procedure at all meetings of Directors and of members shall be in accordance with Robert's Rules of Order, as revised from time to time, as nearly as may be.

ARTICLE VII

OFFICERS

Section 1. Officers:

The officers of the Corporation shall be a President, one or more Vice-Presidents (the number thereof to be determined by the Board of Directors), a Treasurer, a Secretary, and such other officers as may be elected or determined in accordance with the provisions of this article.

The Board of Directors may elect or appoint such other officers, including one or more Assistant Secretaries and one or more Assistant Treasurers, as it shall deem desirable, such officers to have the authority and perform the duties prescribed from time to time by the Board of Directors. Any two or more offices may be held by the same person except the offices of President and Secretary.

Section 2. Election and Term of Office:

The officers of the Corporation, except the Secretary, shall be elected annually by the Board of Directors at the regular Annual Meeting of the Board of Directors. The member of the administrative staff to the College, designated from time to time by the College Board as an ex-officio Director of the Corporation, pursuant to Artcle VI, Section 2, paragraph a, shall be ex-officio Secretary of the Corporation. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as conveniently may be. Vacancies may be filled, or new offices created and filled, at any meeting of the Board of Directors. Each officer shall hold office until his successor shall have been duly elected and shall have qualified.

Section 3. Removal:

Any officer or agent elected or appointed by the Board of Directors may be removed by the Board of Directors whenever, in its judgment, the best interests of the Corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed.

Section 4. Vacancies:

A vacancy in any office because of death, resignation, removal, disqualification, or otherwise may be filled by the Board of Directors for the unexpired portion of the term.

Section 5. President:

The President shall be the principal executive officer of the Corporation and shall, in general, supervise and control all of the business and affairs of the Corporation. He shall preside at all meetings of the members and of the Board of Directors. He may sign, with the Secretary or any other proper officer of the Corporation authorized by the Board of Directors, any deeds, mortgages, bonds, contracts, or other instruments which the Board of Directors have authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or by these By-Laws or by statute to some other author or agent of the Corporation and, in general, shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board of Directors from time to time.

Section 6. Vice-President:

In the absence of the President, or in the event of his inability or refusal to act, the Vice-President (or, in the event there be more than one Vice-President, the Vice-Presidents in the order designated or, in the absence of any designation, then in the order of their election) shall perform the duties of the President and, when so acting, shall have all the powers of and be subject to all the restrictions upon the President. Any Vice-President shall perform such other duties as from time to time may be assigned to him by the President or by the Board of Directors.

Section 7. Treasurer:

If required by the Board of Directors, the Treasurer shall give a bond for the faithful discharge of his duties, in such sum and with such surety or sureties as the Board of Directors shall determine. He shall have charge and custody of and be responsible for all funds and securities of the Corporation; receive and give receipts for monies due and payable to the Corporation from any source whatsoever, and deposit all such monies in the name of the Corporation in such banks, trust companies, or other depositories as shall be selected in accordance with the provisions of Article VIII of these By-Laws; and, in general, perform all the duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him by the President or by the Board of Directors.

Section 8. Secretary:

The Secretary shall keep the minutes of the meetings of the members and of the Board of Directors in one or more books provided for that purpose; see that all notices are duly given in accordance with the provisions of these By-Laws or as required by law; be custodian of the corporate records and of the seal of the Corporation and see that the seal of the Corporation is affixed to all documents, the execution of which, on behalf of the Corporation under its seal, is duly authorized in accordance with the provisions of these By-Laws; keep a register of the post office address of each Director and each member; notify the College Board in writing of the expiration of the term of office of each Director nominated by the College Board, pursuant to the provisions of Article VI, Section 2, not less than sixty days prior to such date of expiration; and, in general, perform all duties as from time to time may be assigned to him by the President or by the Board of Directors.

Section 9. Assistant Treasurers and Assistant Secretaries:

If required by the Board of Directors, the Assistant Treasurers shall give bonds for the faithful discharge of their duties in such sums and with such sureties as the Board of Directors shall determine. The Assistant Treasurers and Assistant Secretaries, in general, shall perform such duties as shall be assigned to them by the Treasurer or the Secretary or by the President or the Board of Directors.

ARTICLE VIII

COMMITTEES

Section 1. Committees of Directors:

The Board of Directors, by resolution adopted by a majority of the Directors in office, may designate one or more committees, each of which shall consist of two or more Directors, which committees, to the extent provided in said resolution, shall have and exercise the authority of the Board of Directors in the management of the Corporation, but the designation of such committees and the delegation thereto of authority shall not operate to relieve the Board of Directors or any individual Director of any responsibility imposed upon it or him by law.

Section 2. Other Committees:

Other committees not having and exercising the authority of the Board of Directors in the management of the corporation may be designated by a resolution adopted by a majority of the Directors present at a meeting at which a quorum is present. Except as otherwise provided in such a resolution, members of each such committee shall be members of the Corporation and the President of the Corporation shall appoint the members thereof. Any member thereof may be removed by the person or persons authorized to appoint such member whenever, in their judgment, the best interests of the Corporation shall be served by such removal.

Section 3. Term of Office:

Each member of a committee shall continue as such until the next Annual Meeting of the members of the Corporation and until his successor is appointed unless the committee shall be sooner terminated, or unless such member be removed from such committee, or unless such member shall cease to qualify as a member thereof.

Section 4. Chairman:

One member of each committee shall be appointed chairman.

Section 5. Vacancies:

Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

Section 6. Quorum:

Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum, and the act of a majority of the members present at a meeting at which a quorum is present shall be the case of the committee.

Section 7. Rules:

Each committee may adopt rules for its own government not inconsistent with these By-Laws or with rules adopted by the Board of Directors.

ARTICLE IX

OPERATING PROCEDURES

Section 1. General Procedures:

Subsection 1: Pursuant to the provisions of Paragraph 5 of the Articles of Incororation, the restrictions or conditions imposed upon any transfer of assets to the Corporation, whether by gift or otherwise, shall in all cases be subject to approval of the College Board. Accordingly, any such transfer made, or offered to be made, to the Corporation shall be accepted subject to such approval, and such restrictions or conditions shall be communicated forthwith to the College Board for its acceptance or rejection. All property so transferred to the Corporation with the approval of the College Board shall thereupon be held, managed, and administered as the Board of Directors may from time to time determine, subject, however, to the restrictions or conditions and for the purpose, if any, prescribed by the transferor or donor thereof.

Subsection 2: The Board of Directors, in concert with the College Board, shall study the long range needs and objectives of the College and shall make recommendation to the College Board concerning the use of unrestricted properties of the Corporation in fulfilling such needs and objectives. Disposition of unrestricted assets shall be subject to the approval and direction of the College Board.

Subsection 3: The Board of Directors, to carry out the purposes of the Corporation, shall undertake, by and through the Directors and members of the Corporation and the College community, such specific development projects as it may determine with the approval of the College Board.

Section 2. Contracts:

Subject to the provisions and pursuant to the purposes stated in Section 1 of this Article, the Board of Directors may authorize any officer or officers, agent or agents, of the Corporation, in addition to the officers so authorized by these By-Laws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 3. Checks, Drafts, etc.:

All checks, drafts, or other orders for the payment of money, notes, or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents, of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors. In the absence of such determination by the Board of Directors, such instrument shall be signed by the Treasurer, or an Assistant Treasurer, and countersigned by the President, or a Vice-President, of the Corporation.

Section 4. Deposits:

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

Section 5. Gifts:

The Board of Directors may accept, on behalf of the Corporation, any contribution, gift, bequest, or devise for the general purposes, or for any special purpose, of the Corporation.

ARTICLE X

CERTIFICATES OF MEMBERSHIP

The Board of Directors may provide for the issuance of certificates evidencing membership in the Corporation which shall be in such form as may be determined by the Board. Such certificates shall be signed by the President or a Vice-President, and by the Secretary or an Assistant Secretary, and shall be sealed with the seal of the Corporation. All certificates evidencing membership of any class shall be consecutively numbered. The name and address of each member, and the date of issuance of the certificate, shall be entered on the records of the Corporation. If any certificate shall become lost, mutilated, or destroyed, a new certificate may be issued therefor upon such terms and conditions as the Board of Directors may determine.

ARTICLE IX

BOOKS AND RECORDS

The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its members, Board of Directors, and committees having any of the authority of the Board of Directors, and shall keep at the registered or principal office a record giving the names and addresses of the members entitled to vote. All books and records of the Corporation may be inspected by any members, or his agent or attorney, for any proper purpose at any reasonable time.

ARTICLE XII

FISCAL YEAR

The fiscal year of the Corporation shall begin on the first day of January and end on the last day of December in each year.

ARTICLE XIII

DUES

No dues shall be paid by members of the Corporation.

ARTICLE XIV

SEAL

The Board of Directors ahll provide a corporate seal which shall be in the form of a circle and shall have inscribed thereon the name of the Corporation and the words "Corporate Seal, Illinois."

ARTICLE XV

WAIVER OF NOTICE

Whenever any notice whatever is required to be given under the provisions of the General Not-For-Profit Corporation Act of Illinois, or under the provisions of the Articles of Incorporation, or the By-Laws of the Corporation, a waiver thereof in writing, signed by the person stated therein, shall be deemed equivalent to the giving of such notice.

ARTICLE XVI

AMENDMENTS TO BY-LAWS

These By-Laws may be altered, amended, or repealed and new By-Laws may be adopted by a majority of the Directors present at any regular meeting, or at any Special Meeting, provided, that at least two days' written notice is given of intention to alter, amend, or repeal, or to adopt new By-Laws at such meeting.

WABASH VALLEY COLLEGE FOUNDATION

R. W. Bowen
President
Wabash Valley College

The Foundation was formed in December, 1963. The first major project in mind at the time of the formation was the acquisition of a site on which to locate the campus of Wabash Valley College. The long range plans of course called for continuous assistance in development of the college both in financial and human resources.

The first goal was achieved when 120 acres was purchased for $90,000. This was raised by a fund drive in which 26 Founders were included ($1000 donors by June 1965). 30 acres has been turned over to the college at the present time with the balance to be available as needed for campus development.

In the meantime the Foundation controls the balance of the 120 acres which they rent for farming. The Foundation puts the farm income and oil income from this acreage into needs of the college as identified and approved.

When the 120 acres were acquired, a initial building was planned and occupied in the Fall of 1965. The Foundation furnished finances for much of the equipment and most of the landscaping and site improvement.

A second building to house some of the vocational programs was erected and occupied in the Fall of 1968 which was made possible by a Foundation commitment and mortage on part of the farm. The college is now leasing this and will be turned over to the college when the Foundation has clear and complete title.

The Wabash Valley College Foundation Board of Directors meet monthly for progress report, authorizing payment of current bills, review recommendations for current and future projects.

The Wabash Valley College Foundation has been responsible for making it possible to develop a comprehensiveness in a Junior College program that would not have otherwise been within the means of our district which has only 48,000,000 assessed valuation for a tax base.

Some of the specific items that the Foundation has furnished:

1. 120 acres site $90,000
2. Purchase of Movable Partitions for flexibility in a multi-purpose area $4400
3. Purchase of furniture. $5000
4. Purchase of equipment $3000
5. Financed painting contract in new bldg. $4500
6. Purchase of Wabash Valley Choir robes $2000
7. Installation of electrical and telephone underground service $4000
8. Sidewalk construction $3000
9. Campus Lighting $2000
10. Purchase of Library Books $5000
11. Funding of New Vocational Bldg. $175,000
12. College Sign $2500
13. Temporary Surfacing of Parking Area $3200
14. Landscaping and Site Work $3500
15. Thousands of dollars in donated labor, services, etc.

16. Continuous expenditures in assistance with promotional items for the college.

The types of memberships in the organization are:

Founder	$1000	(before June 1, 1965)
Benefactor	$1000	(after above date)
Life Member	$100	
Annual Member	$5	

The Foundation has received communications that they are named in several wills but no amounts are known at this time.

Our foundation has had a great impact on education opportunity in our area.

BY-LAWS

OF

WABASH VALLEY COLLEGE FOUNDATION

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ARTICLE I

Purposes

The purposes of the corporation as stated in its certificate of incorporation are:

To receive and maintain a fund or funds of real or personal property, or both, and subject to the restrictions and limitations hereinafter set forth, to use and apply the whole or any part of the income therefrom and the principal thereof exclusively for charitable, religious, scientific, literary, or educational purposes either directly or by contributions to organizations that qualify as exempt organizations under Section 501 (c) (3) of the Internal Revenue Code and its Regulations as they now exist or as they may hereafter be amended.

No part of the net earnings of the corporation shall inure to the benefit of any member, trustee, officer of the corporation, or any private individual (except that reasonable compensation may be paid for services rendered to or for the corporation affecting one or more of its purposes), and no member, trustee, officer of the corporation, or any private individual shall be entitled to share in the distribution of any of the corporate assets on dissolution of the corporation. No substantial part of the activities of the corporation shall be the carrying on propaganda, or otherwise attempting, to influence legislation, and the corporation shall not participate in, or intervene in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office.

Notwithstanding any other provision of this certificate, the corporation shall not conduct or carry on any activities not permitted to be conducted or carried on by an organization exempt under Section 501 (c) (3) of the Internal Revenue Code and its Regulations as they now exist or as they may hereafter be amended, or by an organization contributions to which are deductible under Section 170 (c) (2) of such Code and Regulations as they now exist or as they may hereafter be amended.

Upon the dissolution of the corporation or the winding up of its affairs, the assets of the corporation shall be distributed exclusively to charitable, religious, scientific, literary, or educational organizations which would then qualify under the provisions of Section 501 (c) (3) of the Internal Revenue Code and its Regulations as they now exist or as they may hereafter be amended.

The corporation also has such powers as are now or may hereafter be granted by the General Not For Profit Corporation Act of the State of Illinois.

ARTICLE II

Offices

The corporation shall have and continuously maintain in this state a registered agent whose office is identical with such registered office, and may have other offices within or without the State of Illinois as the board of trustees may from time to time determine.

ARTICLE III

Members

SECTION 1. MEMBERS. The Trustees shall have the right to designate the classes of membership and to issue such certificates or tokens of appreciation as they deem proper.

SECTION 2. VOTING RIGHTS. No member shall have any voting rights. All voting rights are vested solely in the Trustees.

ARTICLE IV

Board of Trustees

SECTION 1. GENERAL POWERS. The affairs of the corporation shall be managed by its Board of Trustees, and they shall be vested exclusively with the right to vote upon all matters affecting this Corporation.

Section 2. NUMBER, TENURE AND QUALIFICATIONS. The number of Trustees shall be fifteen. Each Trustee shall hold office for life. Trustees need not be residents of Illinois or members of the corporation. In addition to said fifteen Trustees, the following shall be ex-officio members of the Board of Trustees, with all rights, powers, and privileges of a Trustee: The Dean or President of the Wabash Valley College, the Superintendent of "Community Unit District 348", one member of the School Board of Community Unit District 348, who is to be selected by said school board and certified by this organization and the County Superintendent of Schools for Wabash County.

SECTION 3. REGULAR MEETINGS. A regular annual meeting of the Board of Trustees shall be held on the 3rd Monday of September at 8:00 P.M. at its registered office. The Board of Trustees may provide by resolution the time and place, either within or without the State of Illinois, for the holding of additional regular meetings of the Board without other notice than such resolution.

SECTION 4. SPECIAL MEETINGS. Special meetings of the Board of Trustees may be called by or at the request of the president or any four Trustees. The person or persons authorized to call special meetings of the Board may fix any place, either within or without the State of Illinois, as the place for holding any special meeting of the Board called by them.

SECTION 5. NOTICE. Notice of any special meeting of the Board of Trustees shall be given at least five days previously thereto by written notice delivered personally or sent by mail or telegram to each Trustee at his address as shown by the records of the corporation. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail in a sealed envelope so addressed, with postage thereon prepaid. If notice be given by telegram, such notice shall be deemed to be delivered when the telegram is delivered to the telegram company. Any trustee may waive notice of any meeting. The attendance of a trustee at any meeting shall constitute a waiver of notice of such meeting, except where a trustee attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board need be specified in the notice or waiver of notice of such meeting, unless specifically required by law or by these by-laws.

SECTION 6. QUORUM. One-third of the Board of Trustees shall constitute a quorum for the transaction of business at any meeting of the Board, provided, that if less than a majority of the directors are present at said meeting, a majority of the directors present may adjourn the meeting from time to time without further notice.

SECTION 7. MANNER OF ACTING. The act of a majority of the trustees present at a meeting at which a quorum is present shall be the act of the Board of Trustees, except where otherwise provided by law or by these by-laws.

SECTION 8. REMOVAL. Any trustee may be removed by the three-fourths vote of all of the trustees whenever the best interests of the Corporation would be served thereby.

SECTION 9. VACANCIES. Any vacancy occurring in the Board of Trustees or any trusteeship to be filled by reason of an increase in the number of trustees, shall be filled by the Board of Trustees. However, nominations to fill any such vacancy shall be made at a regular meeting and elections shall not be held until the next regular meeting.

SECTION 10. COMPENSATION. Trustees as such shall not receive any stated salaries for their services, but nothing herein contained shall be construed to preclude any trustee from serving the corporation in any other capacity and receiving compensation therefor.

ARTICLE V

SECTION 1. OFFICERS. The officers of the corporation shall be a president, a vice-president, a secretary and a treasurer. The Board of Trustees may elect or appoint such other officers, including one or more assistant secretaries and one or more assistant treasurers, as it shall deem desirable, such officers to have the authority and perform the duties prescribed, from time to time, by the Board of Trustees. Any two or more offices may be held by the same person, except the offices of president and secretary.

SECTION 2. ELECTION AND TERM OF OFFICE. The officers of the corporation shall be elected annually by the Board of Trustees at the regular annual meeting of the Board of Trustees. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as conveniently may be. Vacancies may be filled or new offices created and filled at any meeting of the Board of Trustees. Each officer shall hold office until his successor shall have been duly elected and shall have qualified.

SECTION 3. REMOVAL. Any officer or agent elected or appointed by the Board of Trustees may be removed by the Board of Trustees whenever in its judgment the best interests of the corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed.

SECTION 4. VACANCIES. A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Trustees for the unexpired portion of the term.

SECTION 5. PRESIDENT. The president shall be the principal executive officer of the corporation and shall in general supervise and control all of the business and affairs of the corporation. He shall preside at all meetings of the Board of Trustees. He may sign, with the secretary or any other proper officer of the corporation authorized by the Board of Trustees, any deeds, mortgages, bonds, contracts, or other instruments which the Board of Trustees have authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Trustees or by these by-laws or by statute to some other officer or agent of the corporation; and in general shall perform all duties incident to the office of president and such other duties as may be prescribed by the Board of Trustees from time to time.

SECTION 6. VICE-PRESIDENT. In the absence of the president or in the event of his inability or refusal to act, the vice-president shall perform the duties of the president, and when so acting, shall have all the powers of and be subject to all the restrictions upon the president. The vice-president shall perform such other duties as from time to time may be assigned to him by the president or by the Board of Trustees.

SECTION 7. TREASURER. If required by the Board of Trustees, the treasurer shall give a bond for the faithful discharge of his duties in such sum and with such surety or sureties as the Board of Trustees shall determine. He shall have charge and custody of and be responsible for all funds and securities of the corporation from any source whatsoever, and deposit all such moneys in the name of the corporation in such banks, trust companies or other depositaries as shall be selected in accordance with the provisions of Article VI of these by-laws; and in general perform all the duties incident to the office of treasurer and such other duties as from time to time may be assigned to him by the president or by the Board of Trustees.

SECTION 8. SECRETARY. The secretary shall keep the minutes of the meetings of the Board of Trustees in one or more books provided for that purpose; see that all notices are duly given in accordance with the provisions of these by-laws or as required by law; be custodian of the corporate records and of the seal of the corporation and see that the seal of the corporation is affixed to all documents, the execution of which on behalf of the corporation under its seal is duly authorized in accordance with the provisions of these by-laws; and in general perform all duties incident to the office of secretary and such other duties as from time to time may be assigned to him by the president or by the Board of Trustees.

SECTION 9. ASSISTANT TREASURERS AND ASSISTANT SECRETARIES. If required by the Board of Trustees, the assistant treasurers shall give bonds for the faithful discharge of their duties in such sums and with such sureties as the Board of Trustees shall determine. The assistant treasurers and assistant secretaries, in general, shall perform such duties as shall be assigned to them by the treasurer or the secretary or by the president or the Board of Trustees.

ARTICLE VI

Committees

SECTION 1. COMMITTEES. The board of trustees, by resolution adopted by a majority of the trustees in office, may designate one or more committees, which committees, to the extent provided in said resolution, shall have and exercise the authority of the board of trustees in the management of the corporation; but the designation of such committees and the delegation thereto of authority shall not operate to relieve the board of trustees, or any individual trustee, or any responsibility imposed upon it or him by law.

SECTION 2. TERM OF OFFICE. Each member of a committee shall continue as such until the next annual meeting of the board of trustees and until his successor is appointed, unless the committee shall be sooner terminated, or unless such member be removed from such committee, or unless such member shall cease to qualify as a member thereof.

SECTION 3. CHAIRMAN. One member of each committee shall be appointed chairman. However, the Board of Trustees may appoint co-chairmen if it so desires.

SECTION 4. VACANCIES. Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

SECTION 5. QUORUM. Unless otherwise provided in the resolution of the board of trustees designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

SECTION 6. RULES. Each committee may adopt rules for its own government not inconsistent with these by-laws or with rules adopted by the board of trustees.

ARTICLE VII

Contracts, Checks, Deposits and Funds

SECTION 1. CONTRACTS. The Board of Trustees may authorize any officer or officers, agent or agents of the corporation, in addition to the officers so authorized by these by-laws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation and such authority may be general or confined to specific instances.

SECTION 2. CHECKS, DRAFTS, ETC. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the corporation, shall be signed by such officer or officers, agent or agents of the corporation and in such manner as shall from time to time be determined by resolution of the Board of Trustees. In the absence of such determination by the Board of Trustees, such instruments shall be signed by the treasurer or an assistant treasurer and countersigned by the president or vice-president of the corporation.

SECTION 3. DEPOSITS. All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies or other depositaries as the Board of Trustees may select.

WHAT SHOULD BE THE SCOPE OF THE CURRICULAR SPEECH-THEATRE PROGRAM IN THE CHICAGO CITY COLLEGE

John B. Fiduccia
Crane Campus, Chicago City College

A very short three months ago at a speech meeting in Peoria, I became involved in a brief conversation with a speech colleague from another part of the state.

"We're offering a course in persuasion at our college next term," he said.

"A course in persuasion! That sounds interesting," I responded. "Are you offering this course for speech majors?"

"Yes," he said, "our speech majors could handle such a course."

"Do you feel that there's a need to include this course in your program at the junior college level?" I asked, "or perhaps should a course in persuasion be taken by the student when he enters the university?"

The discussion concerning the persuasion course continued. It was not resolved on that day, but discussions such as this give us a reason or a stimulus for being here today. We are here not only to establish articulation between community college and university speech teachers within the state, but we are also here to establish needed communication among community college speech instructors in Illinois.

It is impossible to explore the question - what should be the scope of the speech-drama curricula in the Chicago City College without having some prior understanding of the Chicago City College, its students, its philosophy, and its objectives. A brief explanation, I hope, will suffice.

Eight campuses enrolling over thirty-five thousand students comprise the Chicago City College. The enrollment ranges from 7,300 at the Wright Campus, the largest, or 1,780 at the Crane Campus, the smallest.

Each campus is located within a community which varies in composition--economically, ethnically, and racially. The needs of each community differ as well as the needs and abilities of the students attending each institution. So each college must function as a diversified, comprehensive institution designed to accommodate the needs and abilities of the students and its community.

Many of the students enrolled in the Chicago City College are working students. At the Crane Campus, for example, approximately 70% of the students hold part-time or full-time jobs. Most students enrolled in the Chicago City College, even though they enter with high expectations, do not transfer to a four year degree program at a college or university. The students at each campus vary in terms of the percentage who will terminate their studies at the end of two years or less and the students who transfer to a college or university. Most of the students entering our doors have not academically achieved as highly as those students entering several colleges and universities. However, many of these same students who choose to continue their education reach the point of maturation and academic achievement in four years which is comparable to the four-year college graduate who entered the university as a freshman.

With an open door policy operating at each campus of the C.C.C. - an open admissions policy acompanied by free tuition, every Chicago City College campus provides an educational and service function to its respective community. A broad range of curricula for these students of varying interests and abilities is offered in such programs as the transfer or college parallel program, the vocational-technical program, the adult and the community service program, and the compensatory or remedial program.

If we recognize this diversified curricula within the Chicago City College, then we could readily view the scope of the speech-drama curricula in terms of its adaptation to the areas which I have just mentioned, keeping in mind that the speech-drama curricula should be adaptable to each respective Chicago City College campus.

Let's start with the transfer-parallel program. Students planning to transfer to four-year colleges or universities broaden their educational base by fulfilling the general education core which amounts to 34-39 hours of transferable college credit. Within the core, six hours of communication is required - three hours of which may be the basic course in speech - Speech Fundamentals. This speech course varies from one junior college to another, depending primarily on the backgrounds and attitudes of speech instructors at each respective campus. At some campuses, the basic course encompasses the gamut of the speech field - public speaking, discussion, debate, oral interpretation, drama, etc. At other campuses, the fundamentals course is primarily a course in extemporaneous speaking. The basic course is usually followed by specialized courses in forensics and theatre by students interested in other speech courses or students majoring in speech.

Since the speech fundamentals course is an integral part of the general education core, it stands to reason that students entering the liberal arts and sciences as well as the professions (by the way, a very large precentage of the C.C.C. transfer students intend to pursue a teaching career) should gain some practical value from the course.

In my judgment, the objectives of the speech fundamentals course should lead to the development of conversational speaking skills whereby a student can present a message which could be clearly understood. Waive formal manuscript speaking and emphasize speech as a practical, utilitarian tool which could be employed by a student confronting a variety of speech situations - an individual or individuals, a group, an employer, and educator, etc.

Stress should be given to the development of listening skills and the evaluation of ideas so that the student learns what is involved in determining the credibility of ideas, qualifying thoughts, and reaching conclusions based upon a reasonable degree of probability. Emphasis should be given to organizational structures so that the student may develop direction, coherence, and unification of the thought process.

These particular objectives are not easily accomplished because of the differing abilities and interests of our students who may or may not be interested in the transfer function. Adequate pre-testing procedures and counseling techniques still need to be perfected in order to identify the student's role in the college if we are to attain these goals, maintain professional standards, and fulfill the transfer obligation to receiving institutions in regard to a bona fide, college level speech fundamentals course.

A second area for speech curricula adaptation is in the vocational-technical field. The vocational-technical programs are designed to meet the needs of students seeking employment after one or two years at the community college. There is a definite need to continue the development of speech courses which will help the student gain meaningful employment and aid the student as he performs on his job.

Since the types of vocational programs differ within the Chicago City College, the speech programs should vary in accordance with the job objectives.

In the paramedical or allied health field where students are being trained to become nurse's aides, inhalation therapists, pharmacy aides, ward clerks, recreational and physical therapy aides, speech programs should be available. Our energies should be expanded to consult with hospital administrators and faculties of medical schools and others who would be helpful in constructing speech programs which would meet the demands of these occupations.

In industrial fields where students are training for careers in advertising, data processing, drafting, secretarial work, and other such jobs, speech programs are a necessity. Employers within industry should be contacted; they should be involved in suggesting the factors of communication which are important to success in a given occupation. Speech instructors must innovate and initiate speech curriculum for this area which should extend beyond interviewing and conference techniques, leadership training, problem solving discussions, and role playing.

Speech programs should be extended in the vocational area to accomodate the higher and lower echelons of management within industry - the shop supervisor and the shop foremen. How do you answer a supervisor trainee who asks you, "I have a Polish fellow who speaks with a slight accent working under me. How could I understand him better? How could I communicate to him?" Creative speech programs geared to business and industry which focus on the barriers of communication involving employee-employer relations are in dire demand.

So innovation in the speech area is a must if we are to keep pace with the complexities of communication within our society. Experimental speech courses such as the Applied Drama Techniques course offered at three C.C.C. campuses is a recent development which will hopefully meet the needs of the terminal student seeking employment in theatre work.

Experimental speech programs should also be interdisciplinary. An interdisciplinary approach involving radio and television production work (announcing, directing, acting, and tech work) and the entire area of mass communications which could include journalism, advertising, photography, public relations, and publicity would provide a student with two years of valuable training whereupon he could move immediately into the job market without having completed four years of college. These are the types of speech programs needed in the vocational-technical area.

In our third area for exploration - adult and community service - speech programs are needed to prepare adults for full, active participation as citizens. Speech courses should be designed to fulfill the desires of the community. For example, on the West Side of Chicago where many block clubs and civic organizations have been formed to improve living conditions, the people would welcome speech programs featuring parliamentary procedure and informal discussion and debate. W.T.T.W., the educational television station, could aid in this venture.

Other specialized programs such as speech clinics should service several communities. A speech clinic could serve as a cooperative effort with other interested colleges and universities in aiding students, parents, and children within the community. Students majoring in speech correction at universities could begin an internship program in the community college and perhaps fulfill the practicum which is required to earn a degree in the area.

Speech programs for prospective student theatre directors and technical theatre personnel are needed within communities to work in boys' clubs, churches, elementary schools, and civic groups. There aren't enough qualified students to meet the demand in most areas of the city.

Our final area of speech adaptation relates to remedial and compensatory programs. The scope of the speech curriculum in the Chicago City College should encompass remedial or compensatory speech programs which emphasize speech improvement. These speech programs should focus upon substandard speech patterns which hamper intelligibility or deviate from acceptable grammatical usage. Such language barriers which may hamper individuals from securing particular jobs could be met through speech training which provides a tutorical service to the student. This is especially significant in predominantly Negro areas where English is being taught as a second language or where programmed instruction such as the tape series of Dr. Charles Hurst, Jr. of Howard University is used to cope with the dialect.

So in looking at the total picture, we see that the speech-drama curriculum should be as diversified and as comprehensive in scope as the Chicago City College itself. This includes a speech curriculum broad and flexible enough to meet the objectives and the philosophy of the college.

To meet these objectives, the creative energies of speech teachers must be utilized to capture the spirit of innovation. And above all, each Chicago City College campus should plan its own speech-drama curriculum to meet the needs and interests of its students and its community.

PROJECTION OF STANDARDS FOR THE MULTI-MEDIA CENTER

James S. Spencer
Associate Secretary
Illinois Junior College Board

I appreciate the opportunity extended to me to be with you on this occasion. I bring greetings from the Illinois Junior College Board and its staff. Your subject--The Junior College Library--is one of high priority in the thinking of the State Board as it reviews and approves State funds for construction of junior college facilities. Please understand that I appear on this panel as a generalist and an administrator in education. I forfeit any claim as a specialist in the field of library science and will limit myself to discussion of three topics: namely, (1) An analysis of current junior college libraries in Illinois, (2) Existing standards and criteria related to the library, and (3) Some rather general observations concerning relationships and the future directions.

Data collected on Illinois community college libraries during the school year 1966-67 indicates that:

1. Operating Illinois public junior college libraries (34 campuses) held 554,787 volumes, 105,641 of which were purchased during the year.

2. 70-80 per cent of the total collections were in the area of humanities, general and social sciences.

3. Almost without exception the libraries were housed in temporary facilities.

4. The range of library operating budgets, exclusive of salaries, in Illinois community colleges was from 1 to 15.5 per cent of the total

institutional budget. The median for the state was 2.5 per cent. Library budgets, including staff salaries, ranged from 2 to 6.1 per cent of the total budgets with the median at 6 per cent.

5. 85 per cent of the librarians had at least an earned master's degree and 3 per cent an earned doctorate.

6. The ratio of full-time equivalent students to full-time equivalent librarians ranged from 1:185 to 1:1,802. Median was 1:600.

7. Most librarians were employed on a 12-month basis.

Standards and Criteria

It is recommended that the following standards and criteria be supplemented by the "American Library Association's Standards for Junior College Libraries" and by the pertinent recommendations of the North Central Association Commission on Colleges and Universities.

I. Each college shall have at least one full-time librarian holding a master's degree in Library Science from a graduate school of Library Science.

  A. Additional librarians should be available to meet the needs of the student body. The number of supportive personnel in this category may vary; however, the number of such persons at a given institution will be reflected in the ratio of F.T.E. students to F.T.E. professional staff.

  B. If the instructional materials center is administered by the library, additional staff and budget should be provided.

II. A comprehensive junior college of up to 1,000 students (full-time equivalent) should have a carefully selected collection of at least 20,000 volumes, exclusive of duplicates, at the earliest possible date. Some institutions with broad curricular offerings will tend to have much larger collections; an institution with a multiplicity of programs may need a minimum collection of two or three times the basic figure of 20,000 volumes. These volumes may be made available through "books" or other media conducive to student utilization.

Technological innovations possess the potential to revolutionize the storage and retrieval of instructional media. The staff of the library is encouraged to provide leadership to the college staff in the utilization of innovations for the improvement of the instructional process.

Industrial material such as pamphlets and research papers should be an integral part of the library of any public junior college, and should be in addition to the above stated minimum of 20,000 volumes.

A minimum of 150 or more periodicals and newspapers are recommended. Many specialized curricula will warrant periodicals appropriate only to them; hence, some institutions will find the general minimum herein stated to be insufficient to meet their needs. The periodical subscription list should be well-balanced, and the right of the librarian to provide books, periodicals and other materials which present all sides of controversial issues must not be disputed. Attempts at censorship should be resisted no matter how expedient it would be to comply. The fundamental position of the American Library Association as stated in the "Library Bill of Rights," adopted in 1948, and amended February 1, 1961, is to be used as a policy guide in the operation of the library.

One of the interesting problems facing us in developing a defensible document addressing itself to standards and criteria is that the lack of confidence certain people place in us on the State Board staff to develop such a document is equaled only by the lack of confidence they have in their own colleagues. For example, from each of two junior college presidents we find the following reaction to the standards and criteria at least as they appeared at one point in the development.

> "On page twelve, I feel, and I suspect that a number of my colleagues will agree, that some important administrative decisions must be made regarding the organization and function of junior college libraries before we get ourselves on a merry-go-round that will produce enormous and expensive installations which have no real meaning for junior college educational programs." And-

> "Again may I say I subscribe wholeheartedly to the standards that are set forth and suggest only that the guideline function of this document be emphasized; if not, local boards and administration will have some difficulty in interpreting the standards. Let me make one other reference: Page 12-Library, paragraph 2. A quick computation of our projection indicates 130,000 volumes for (Name of College), a figure which I believe goes beyond the normal junior college library. Again, on the same page (paragraph 1, sub-paragraph a) computation indicates that this would be 24 librarians for our projected enrollment. I propose that there may be a law of diminishing returns set in some place and that the criteria should be stated in language that gives option to local decision."

From the Dean of Student Personnel Services comes the following reaction concerning counseling and library science in particular:

> "Secondly, I am concerned that in the counseling section you have omitted certain ratios that you had included in the earlier draft. I recognized from your introductory statement that you are trying to get away from ratios and fixed numbers, however, you do use them in some criti-

> cal areas. For example, teaching load, library volumes, etc., and if they are appropriate in these areas I believe they are very much appropriate in the counseling area. If you do not wish to use ratios I would strongly urge you to give some further direction to colleges regarding what is a qualified counselor and what constitutes a minimum counseling program."

And finally, from one of your own colleagues in library science, the following reaction:

> "The requirement of one full-time librarian with a Master's Degree is a must. I suppose the reference to the professional staff-student ratio will take care of the additional library personnel needed as the college grows and develops. However, this is somewhat generalized. I can foresee a college that might take a rather lopsided view of this ratio providing a counseling staff of eight or ten while still' maintaining the one original professional librarian. Certainly if the audio-visual program is administered by the library, additional staff and budget should be provided."

One of the crucial issues facing us then is to devise a program of involvement on the part of junior college personnel as well as experts from other levels of education in an in-depth study of our standards and criteria to the end that we will have a document which is consistent, defensible, constructive and acceptable. This is a high personal priority of mine, but one which cannot be developed without some assistance from those persons in the field as interested as I am in this kind of endeavor.

The Future of the Multi-Media Center

I believe you will recall from the standards and criteria that were presented earlier, first that technological innovations are very much a concern of the State Board, and second, we would hope that much of the leadership in this area would come from the people in the general broad area of library science.

Having stated this much as our basic position, I would like to speak for a moment on some of the specific problems related to implementing this policy.

It would appear to me that at the present juncture we are somewhat like Don Quixote riding off in all directions at once--and unfortunately, we can find some support for most of the approaches we find ourselves advocating. The situation is in such a state of flux that one is almost tempted to stand still as one is supposed to be able to do at the corner of State and Madison Streets and in due time see every person in the world as he eventually passes this busy intersection. For example, not long ago the use of the word library was sufficient to communicate a certain concept to people. Since then, we have used the term "Learning Resource Center" and today we have taken yet another step and we are now discussing the "Multi-Media Center."

Let me hasten to add that I am not one of those persons who feels we can stand still, but I do think we should move ahead with the proper consideration to preserving that which has been demonstrated to be invaluable to the learning process.

To illustrate some of the controversy within our own field, let me quote from a recent publication from the Educational Facilities Laboratories. It stated:

> "Computer technology, microform technology, and developments in communications have created a potential for the storage, retrieval and exchange of information beyond any means ever before attainable. Indeed, Sunday supplement writers, fired by the far-reaching visions of pioneers in these fields, declare that the book will become obsolete. It will be an artifact exhibit in museums, they tell us, its functions assumed by electronic circuitry. And libraries, as the institutions we have

> known them to be, will be things of the past. This hypothesis, as Mark Twain reported on the news of his death, is greatly exaggerated."

I should like to observe that in my judgment the book, not unlike the teacher, will never be replaced by any amount of sophisticated hardware. As a matter of fact, not only will it not be replaced, but there is even a considerable controversy regarding the magnitude of the problem created by its growth and presence. For example, it has been said that:

> "The book, which appears to have extraordinary survival power, has stood up this far against the real threats of radio, film and television. Witness its career since 1945, for example, when General Television Broadcasting began the circulation of public library books in the United States has increased by more that 200 per cent, and from 1960 through 1965, the numbers and titles of new books and new editions of books produced in the United States increased by more than 90 per cent."

Publisher's Weekly reports that the past two years were banner years for book sales, continuing an upward trend in annual overall book figures for more than a dozen years. In 1965, dollar volume ran to over $2 million. Books in fact appear to be so productive as to be a cause for major concern. In fact, Time Magazine on March 1 stated that:

> "Academic man is slowly suffocating under the sheer volume of technical books and specialized papers. Although Stanford Psychologist Nevitt Sanford would not go so far as FAHRENHEIT 451, in which a future civilization bans and burns the printed word entirely, he does advocate a new form of birth control for books.
>
> Before the end of the century, predicts Sanford, 'the most prestigious colleges will forbid their professors to publish until they have been on the faculty five or even ten years.' The only exception, he suggests, should be publication by television, in which a scholar who has something important to say goes before cameras to say it in plain language to the general public."

The survival powers of books notwithstanding, technological changes do portend significant new directions for all who are concerned with the construction, administration and utilization of libraries, and it is well that those of you here today are addressing yourselves this very vital question.

Again as a generalist I would like to set forth some very broad guidelines. First, I would like to state that in the area of hardware, IBM is still very much in the role of Snow White and the Seven Dwarfs, but the Seven Dwarfs are growing larger with each new day. This I think is a very healthy situation and one which will be of benefit to all. Secondly, I would like to observe that in general man is slow, sloppy and brilliant, in contrast to the computer which is fast, neat and stupid, which leads us then to the conclusions alluded to above i.e., that innovation in and of itself in not enough. Change for the sake of change is not necessarily desirable. To adopt the outward form without a clear and total understanding of the inner-meaning and inner realtions can be at best a very expensive undertaking. Edmund Gleazer has said:

> "Let no concept be utilized and no procedure adopted which has not been examined candidly and a bid skeptically. Innovation in and of itself possesses no great merit, but innovation which results from an inquiring mind, well-conceived hypotheses, and honest evaluation gives assurance of a sensitive and lively environment for learning."

I can conclude my presentation by stating that until recently the application of computers and data processing in the educational scheme has been largely confined to administrative bookeeping. Now we have in addition to computers, microform technology, telecommunications and other innovations to consider. Marjorie Griffin speaking only of computers in "The Library of Tomorrow" (Library Journal, April 15, 1962), stated that the burst of technology and knowledge is causing librarians to begin seeking assistance from electronic devices and digital computers.

At that time she observed that machines will: (1) take over the cataloguing of information, (2) take over the storage problems, (3) interpret the request of the user so that information to meet specific needs may be searched and retrieved, (4) anticipate the information needs of a scientist by automatically selecting information relevant to his specific interests, (5) answer several questions at one time, (6) print a bibliography specifying location of pertinent documents or answer the user directly with the document, and (7) pursue a search as a reference librarian does and, if necessary, follow through on an interlibrary loan sent automatically over transmission lines to a regional computer.

These and many more are the means by which man can be served by modern technology but only after man has intelligently planned how he would be so served.

Perhaps in conclusion it would be appropriate to paraphrase Leland Medsker:

> "Like the mini-skirt of our times, everyone talks about the Multi-Media Center, but no one knows quite how to define it! They are both similar, by the way, in that we still do not know what the dimensions of either one will eventually be."

We must all work together to insure that the dimensions are appropriate to the services to be performed.

THE ROLE OF THE MULTI-MEDIA CENTER IN MEETING THE EDUCATIONAL NEEDS OF THE JUNIOR COLLEGE COMMUNITY

Alfredo G. de los Santos, Jr.
Dean of Instructional Resources
Northampton County Area Community College

The traditional function of a college library--or, a multi-media center, to use the term chosen as the theme of this conference--has been to support the various curricula offered by its parent institution. The nature of the college determines the institutional objectives and educational program; and the raison d'etre of the multi-media center is to contribute to the realization of these objectives by acquiring, organizing, and making available the books, periodicals, and other materials needed to support the instructional program of the college.

Before one can discuss the role of the multi-media center in helping the junior college to achieve its objectives, or to meet the educational needs of its community, one must look at least briefly at the junior college, its community, and this community's educational needs.

The role of the junior college in the American educational hierarchy has been discussed over and over again. The junior college has been frequently called an extension of secondary school, with an umbilical tie to the high school. It has been called a "betweener" college, an institution that stands between the secondary school and the four-year college and the university. Other terms often associated with the enfant terrible of American education include: "democracy's college of the century", open-door college, community college, a unique American institution, opportunity college, commuter college, and comprehensive college. Frankly, the term that I prefer is the one that Bill Caudill uses: A "surrounder" college. (1:22) This term, I believe, best describes the junior college because of its widely diversified functions.

FUNCTIONS OF JUNIOR COLLEGE

Perhaps the most complete, precise, and concise statement of the functions of the junior college is the statement given by Dr. Ferris N. Crawford, Associate Superintendent of Public Instruction for the State of Michigan. The junior college, as he sees it, has five major responsibilities to the community it serves: (1) transfer programs, (2) vocational-technical programs, (3) continuing education, (4) guidance and counseling, and (5) community service. (4)

> ... It is appropriate for community colleges to provide, for all persons above the twelfth-grade age levels, education consistent with the purposes of the individuals and the society of which they are a part, subject only to the restrictions in the state statutes ... The educational needs appropriate for community colleges to fulfill at this time include:
>
> (1) The need for programs of liberal arts and science courses, usual to the first and second years of college, which will provide sound general and professional education of such quality that credits may be transferred to a nationally or

regionally accredited four-year college or university and applied towards degrees of the baccalaureate level or higher.

(2) The need for vocational and technical programs in the trades, industrial, agricultural, and semiprofessional fields. Such programs may be of long or short duration, depending on the amount of time needed by the student to complete the requirements for entrance into the occupation.

(3) The need for programs of courses for adults and other community college students, for which credit may or may not be given, designed to provide general education and to improve self-government, healthful living, understanding (of) civic and public affairs, avocational growth, constructive use of leisure time, personal and family living satisfactions, cultural depth, and to facilitate occupational advancement.

(4) The need for individual services to students including guidance and counseling, assistance in career selection, removal of deficiencies in preparation for college programs, personality and health improvement.

(5) The need for programs and services for individuals and groups interested in cultural, civic, recreational, or other community betterment projects.

There are some who believe that of these five functions, the most important is that of providing comprehensive guidance and counseling services. (12:191-212). These services are extremely necessary if the other functions are to be implemented satisfactorily. The rich and varied offerings of the junior college that are implied by its multiple purposes will attract a wide variety of students.

THE JUNIOR COLLEGE STUDENT

There is no such thing as an "average" junior college student. A student enrolled at a junior college may be a nineteen-year old future engineer who has tremendous ability but cannot afford to go to a big university. Another may be a housewife who is interested in learning an occupation so that she can help send her growing children to college. Another may be a man who has been replaced at work by a machine and is back in school learning a new occupation. Another may be a 70-year old retired dentist who is studying fundamentals of art and painting. Another may be a twenty-two year old Viet Nam veteran taking a course in electronics technology. Yet another may be a bright-eyed nineteen-year old girl who is intent on becoming an elementary school teacher.

The fact that a junior college serves a student community with a diverse range and breadth of abilities, interests, motivations, socio-economic backgrounds, and educational goals has been very well documented. (1, 6, 10, 17) For our purposes here today, it is sufficient to make a note of this fact.

THE MULTI-MEDIA CENTER

The junior college can best meet the individual needs of its diverse student community by making use of the newer media that have flooded the educational market in the last few years. The diverse student community, with its tremendous ranges of abilities, interests, backgrounds, and goals, plus the multi-purpose concept of the junior college make the library different from the traditional academic college library. If the library is to play an active part in helping the junior college achieve its many functions, it must truly be a multi-media center, a center that embraces and unifies all kinds of audio and visual resources, from printed books, periodicals, and pamphlets, through microforms, tapes, pictures, slides, films, phonograph records, music, filmstrips, maps, and so forth.

But, if the multi-media center is to be used effectively by students and instructors, if, to quote C. Ray Carpenter, we are going to ensure that "the right resources of the correct kinds and amounts are available and accessible in the right places and at the right times for the people who need them for instructional and learning purposes," (3:17) the library staff, the faculty and the administrative staff must make a major commitment to the multi-media center concept. As Dr. Stone says in the introduction to the October 1967 issue of Library Trends, this calls "for both a basic reorganization or merger of the various professional fields involved, and a redefinition of library functions." (8:180)

THE LIBRARY STAFF

The librarian, who traditionally has been afraid of machines, who traditionally has been against having anything to do with audio-visual equipment and materials, who traditionally has considered the book as the only format, and who traditionally has looked on "non-book materials" as a nuisance, must orient himself to consider all formats in the whole range of instructional and learning materials as a necessary part of the multi-media center. This is not to say that we should discard the book; this is to say that we must provide both the traditional library services and the services required to make the newer formats, the newer media, available to whoever needs them.

It will be some time before the junior college will have a library such as envisioned by Licklider in his book, Libraries of the Future, or the library Dr. Stone foresees which will provide remote access to "recorded knowledge that may be distributed on demand by light beam pulses or via microwave technology drawn from data banks stored in electronics memories or new microforms and which may be searched out, retrieved, transmitted and/or reproduced as required." (16:182) However, there are a number of the so-called newer media that have very interesting and promising possibilities for enriching teaching and enhancing learning. These include television, both closed circuit and microwave; audial and visual tapes; language laboratories; films; film-loops; dial-access information retrieval system; programmed instruction materials; responder systems; computers and many many others too numerous to mention here.

In 1963, in a position paper, the Department of Audiovisual Instruction (DAVI) of the National Education Association, (NEA) gave two major functions of technological media in education. (13:11-12) The first function, they feel, is "to supplement the teacher through enhancing his effectiveness in the classroom...Educational media are both tools for teaching and avenues for learning, and their function is to serve these two processes by enhancing clarity in communication, diversity in method, and forcefulness in appeal." The second function is "to enhance overall productivity through educational media and systems which do not depend upon the teacher for routine execution of many instructional processes and for clerical/mechanical chores."

This statement has serious implication for both the library staff and the instructor. This statement shifts some of the focus in the teaching-learning process from the instructor in the classroom as the only source of information, to the individual student, actively participating and personally involved with the "new" formats, the "new" media, the "new" sources of information. This statement implies that the student will do more individual work, will spend more time in the multi-media center, will call more and more on the librarian and will depend on the librarian for some of his learning.

This, to me, implies that the librarian must go further than just providing the traditional library services. Besides selecting, acquiring, classifying, cataloging, circulating, and so forth, all the instructional materials, the librarian must take the leadership role in our junior college community. The librarian, to quote Dr. Louis Shores, must be willing "to library teach" rather than just "library manage". (15:11) The question might be raised: who will take care of these "house-keeping" chores in the Library? The answer is that these chores need not be done by the professional librarian; these can be taken care of by automation, by using machines and by technicians or semi-professionals with two years of college-level training. It is interesting to note that a group representing junior colleges offering a library technician program has met once and will meet again next May to discuss various aspects of the program.

The librarian will thus be freed to become an active rather than a supporting partner in the teaching-learning process. If the student is to get the maximum use of the resources in the multi-media center, he must be able to get to them. Thus, one of the first jobs the librarian has is to see to it that students have a "sophistication in library use that goes beyond anything that has yet resulted from orientation periods or separate freshmen courses." (15:13) In addition the librarian must be deeply involved in curriculum planning and development to insure that the whole realm of resources can be made a part of any program. Thirdly and perhaps this should be in conjunction with the first job, the librarian must make sure that the instructor, too, is made aware of the resources available and, perhaps most important, knows how to get to them and uses them.

THE INSTRUCTOR

The shift in focus in the teaching-learning process from the instructor in the classroom to the student doing more and more independent study further implies that the instructor must become a resource person, a person very knowledgeable in the instructional materials available in the multi-media center, a person who can provide the student with a list of materials, of sources other than the textbook and in diverse formats from which additional information can be obtained. In other words, the instructor will assume some of the traditional functions of the librarian.

A recent statement on the competencies which all teachers should have (11:1031) indicates that in addition to knowing theory and knowing "message design ... or the development of an instructional sequence or an instructional system", it is necessary for teachers to "develop certain skills in the production of materials as well as in the operation of equipment". These last functions are some of the responsibilities of the media professional or the media specialist on campus (14:1028).

We can now see the "merger of the various professional fields involved" (16:180) that Dr. Stone, whom we quoted earlier, wrote about. The librarian is assuming some of the teaching responsibilities of the instructor; the instructor is taking over some of the duties of both the librarian and the media specialist. And all three -- the librarian, the instructor and the media specialist -- will have to work closer together and all three will spend more and more time in the multi-media center. All three professionals will merge -- not only in terms of the functions and responsibilities that each will assume and all will share, but also physically, in the multi-media center.

So here now, we have the "redefinition of library functions" that Dr. Stone mentioned. (16:180) The multi-media center, instead of having a passive, supporting function, now becomes the real center of learning on campus, the heart of the academic program and other well used cliches. The multi-media center assumes an active, moving, dynamic teaching function. BUT the merger of the professions and the redefinition of library functions can be more easily brought about if the administration is in full support.

THE ADMINISTRATION

If the multi-media center is to function as I've outlined, the full, unqualified support of the administration is necessary. The administration should see to it that adequate financial resources are allocated to the multi-media center. The administration should see to it that the librarian has a position of major importance in the organizational hierarchy of the college. Perhaps the ideal arrangement would be to combine the position of librarian with the position of academic dean or dean of instruction, the arrangement Stephens College had when B. Lamar Johnson held the dual position. (7)

However, it may be difficult, if not impossible, for most junior colleges to do this. However, Branscomb, in writing about the Stephens College arrangement, said, "It may not be wise in other situations to place the librarian in charge of instruction, but college administrators who turn from this solution will find it incumbent upon themselves to seek by other means the integration of effort which this solution achieved." (2:101)

I would suggest that the "other means" by which efforts can be integrated on the junior college campus is to reorganize our organizational structure and create the position of dean of instructional materials, or dean of the multi-media center. This would be a second echelon position, with the dean reporting directly to the college's chief administrator. The dean would administer the multi-media center, including the traditional library, all other audio-visual equipment and materials, and the computer center if the college has such a facility. I think that this structure would work very effectively -- it is now working in my junior college. However, even if this position is not created, the librarian position must be given a central role in the improvement of the teaching-learning process, including curriculum development.

SUMMARY

To summarize, let me stress a few points. The junior college, with its multi-purpose concept, attracts a diverse student community. The junior college can best meet the individual needs of the student by making use of the newer media that have flooded the educational market. The use of these media is shifting some of the focus in the teaching-learning process from the classroom to the library, the multi-media center; where students are doing more and more individual, independent study. The use of media, therefore, is shifting some of the responsibilities among the librarian, the instructor, and the media specialist. The multi-media center is taking a more active teaching part in the teaching-learning process, as opposed to a supporting role. The instructor is becoming a librarian of sorts. This requires a reorganization of the junior college organizational structure, with the position of dean of instructional materials being created.

Therefore, the role of the multi-media center in meeting the educational needs of the junior college community is to teach. In one word, a multi-media center is to teach.

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BUILDING PLANNING: DESIGN FOR UNIQUE AND INNOVATIVE CENTERS

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The dedication of a building is the result of a long, challenging, and rewarding planning process. It stands for a long time as a solid testament to the quality of that process and the individuals and groups involved. Quality and innovative design results directily from an educated, rational response to the functional requirements of the building program. Innovation can not be achieved by merely assembling good but unrelated ideas and concepts. We have seen many examples of this useless type of potpourri.

The process of planning can be summarized in four stages; each stage is important in its own right and requires the input of qualified specialists of various types.

First, the entire process is initiated by a need. Second, the building is developed in an attitude (environment). Third, it is expressed in a statement of philosophy. And fourth, it is fulfilled in architecture.

Each of the above elements must be completely studied, understood and occur in a consecutive order. Since many times the early elements are not understood, or at least not fully stated, I would like to talk today primarily about the process of planning and how it can result in innovative approaches to the design of multi-media centers.

The Need. The American society in general brings forth the most basic need in its commitment to public education. The development of society and the increase in the educational demand on the citizen of the society requires an ever-increasing educational program. Along with this increase, we are also finding an evolution in the skills required by the job market, and, hence, a responding evolution in the educational systems and their offerings. This, after all, is what has given rise to the recent emphasis on community college planning with its dedication to adequate education in the vocational and technical areas, as well as the college transfer programs.

The community in which the college is located has certain goals for its improvement. The community expresses its need in its own unique fields of interest. The local job market, the industries and the general character of the community. It may be desirous to perpetuate this character and to emphasize the existing philosophy, or there may be a desire to change the image and the texture of the community. This can be done most effectively through the community college portion of the educational system.

The educational system itself finds the need relative to its other facilities in overcrowding, void areas in the curriculum structure of the district, or age groups which are not being facilitated. A regrouping of the local educational system may be found to be desirous in fulfilling the educational needs of the community. A prime example of this type of regrouping is what we have seen occur here in Illinois.

The Attitude. This is the point where innovation really starts. The attitude or environment will produce a facility which reflects itself. The community has the strongest effect on the attitude of the development of a facility; its support is necessary. Participation by the community in programs of the college provides the necessary vitality to the institution. The trends of growth in the community provide a group of conditions that will effect the building planning.

The students served are a vital part of the environment in which the building planning occurs. Their ages, whether uniform or diverse, should have an affect on the attitude of the planning. The background of the students or the environmental conditions that have contributed to the character development of the student will also offer some guidelines as to directions in innovation. The goals and needs of the student body vary a good deal from community to community, with the facility, particularly in the areas of the learning media, reflecting goals and needs. The responsibility for assimilating these attitudes goes to the college board, administration, and staff. The importance of their vitality, their attitude, their inventiveness, and their foresight can not be understated. Their background and knowledge forms a most vital part of the attitude in which the building program is developed.

Somewhat unrelated to people, but nevertheless possessing an influence over the attitude, is the standard of technology. In no other portion of the educational plants do we see the revolution that is now overtaken the learning media; new and improved equipment and devices appear daily. While any specific item may not be of utmost importance, a trend can be found which should be acknowledged in the planning program.

The Philosophy. In response to a clearly understood environment, the philosophy must be developed that can form the basis for the media center. The first philosophy is initiated by the district itself with regard to its emphasis on curriculum. The method of education must be clearly established if the media center is to respond to the needs in a meaningful way. Many options are already known, with new ideas being continually developed. Traditional class groups are still very much on the scene. The audio-tutorial method of instruction has received a great deal of publicity recently. Various team groupings are also being continually investigated (team teaching, eight packs, etc.). Other methods of individual instruction and groups are as numerous as the institutions using them. This, however, is a decision that has to be made prior to the effective planning of a media center.

The philosophy of each particular campus within a multi-campus district also has to be studied in the same light as mentioned before. Any special emphasis that should be placed on any curricula or instructional technique on a particular campus should be investigated.

Once the general philosophy of the particular campus is established, the philosophy of the media center should be developed. It seems that this is the time when we start playing the "name game." The old name, of course, was the library. Today, we are talking about the multi-media center. Recent history shows the most success in naming has been found by grouping the following words:

a. learning or instruction
b. materials or resources
c. center, hub, or core

As long as you use one of each of these groups, you have a successful title for your center. Sometimes, the name changes as your plans develop. At Prairie State, we started with the Learning Resources Center. We then dropped the "s" and it became Learning Resource Center. We are now working on a "Learning Center."

At this point, many decisions have to be made with regard to the relationship of the media center to the college campus as a whole. Should it be centralized or decentralized? Should the entire college be a library or should there be no center at all? Should the center be separate and identifiable or integrated into the total structure? Is the center the means of instruction or is it an aid to instruction? What about security? The hardware, another big question; is it the servant or the master? What tasks can it best do, and how is it interphased to other systems in the school, community or region?

All of the above decisions with regard to philosophy must be squarely faced and intelligently resolved in order to continue the process of innovative planning.

The Architecture. The culmination of the processes which we have discussed is the building that houses the center as it exists on the college campus. It must have a proper expression in response to the two major form givers; the statement of philosophy as appears in your program and the site for the building.

If the site is attractive and offers natural features which can help give a form to the buildings, they should be utilized. Rolling hills and woods can be utilized by blending the building into the site. Natural bowls can form inner-campus around which you can group buildings. Ravines offer the possibility of bridge-like structures. Finger-like ridges can provide a good setting for buildings that take their form from the landscape.

If the site lacks any dominant features which would tend to give the buildings character, other means of character generation can be accomplished. The introduction of water and plazas can form an attractive setting for the buildings. In major metropolitan areas we can look to untapped resources for improvement of the cityscape, and also form sites for college structures. Areas above parking garages can be developed into attractive campuses. Also air rights above features such as railroads and expressways can be utilized as sites for college campuses. If the sites are restricted, they may want to turn inward to some type of controlled environment. This can be done by enclosing an exterior space, or by enclosing a mall-like interior space. The earth can be reshaped providing mounts for building sites, and lakes left by the excavation.

In our consideration of site influences, we should remember the importance of the spaces that are created between buildings. Outdoor spaces can become useful adjuncts to the interior areas. Paving textures and attractive building materials can enhance these spaces.

The relationship of the media center to the other elements on campus should be studied. A popular solution is to place the media center in the hub, or center of the complex grouping with the other buildings around it. In cases of isolated buildings, it can also be grouped with other functions such as Student Center and bookstore to form the heart of the campus. In other cases, the hub is the center of academic space. The specialized areas such as fine arts and physical education are pulled up separate. In continuous structures it might form the junction between wings of different functions or become part of a continuous spectrum of areas located by their use. In multi-story units, the media center might well be located on the ground level so as to get maximum exposure to student traffic.

The building materials and general character of the media center has a large affect on setting the mood or attitude for the center. Materials and configurations are influenced greatly by the program in selection of bay sizes, geography with regard to available materials, and climate with regard to overhangs and fenestration. In urban areas, more stories of construction might well be used with buildings being placed closer together, forming court-yards.

Suburban areas might well find more natural materials and lower, wider spaced buildings to be appropriate. Level sites require the buildings to form their own shadows and configuration. On gently rolling sites, building shapes might reflect the character of the site. Metropolitan areas might well be expressed in more machine-like finishes. Let's also remember that the temporary campus which a great many colleges are now constructing now can also have a pleasant character, if they receive proper treatment. The character of the new buildings can also be designed so as to blend with existing campus buildings or other buildings in the complex. This is not to say that they need not be contemporary in attitude, but that forms recalling other styles can be utilized. The use of the sun for shade and shadow, shading of its rays from some areas, and large overhangs can give character to buildings in warm climates.

We are all aware of the traditional equipment that is required in media centers for the proper use of the facilities and we are also aware of the advances that technology has made and the new products that are available for assisting in all areas of media center storage, cataloguing, and distribution. A careful job of programming must be done in this particular area to assure the appropriate equipment for each particular center.

A variety of spaces should be provided for all the various types of activities and the various types of personalities of the users. Open lounge areas and stack areas are commonly used. Areas with wide open vistas to the surrounding landscape can be quite appealing to many students. The use of levels to create more spacious areas, as well as more intimate areas, can work very effectively. Secluded lounge areas with attractive furnishings are certainly an asset to any media center. The introduction of seminar or small group instruction areas in the media center is found to be an effective tool. Warm materials and tones can help enhance the environment in the center. Rooms for use in display media might form a functional part of the center. Areas flexible enough for varied uses can be incorporated. The media as it relates to the large assembly areas of the college should be studied and form a part of the total picture. The possible combining of the media center spaces with student center, lounge, and dining areas may help you generate major magnate spaces within your college.

Since community college campuses operate virtually around the clock, the affect of the building during the night hours should be taken into account, and the buildings should be designed to be attractive and functional during both the day and evening hours.

True innovation in media center design, as in any other area, comes as a result of a thorough investigation of all the contributing factors, and rational input of the new technology, and an aesthetic appropriate to the need.

PROJECTION OF GUIDELINES FOR THE MULTI-MEDIA CENTER

Robert C. Bartlett
North Central Association

As we are all well aware, the extension of the traditional library to a true learning resource center through the production and introduction of what have been termed by Dr. Charles J. McIntyre as the non-print technologies[2] is an emerging phenomenon in many institutions of higher education, if not all levels of education. Certainly this obvious observation explains our present desire to seek information which will clarify, structure and guide the establishment of multi-media centers in those institutions which have initiated or are contemplating such innovation and experimentation. Because they represent and have experience with such a broad spectrum of education, general accrediting associations such as the North Central Association should be and are in a position to assist in this development.

In order to understand the nature and extent of the assistance which the North Central Association can provide at this time, we must first understand the philosophy and operational context of the Association's accrediting activity, specifically for our present purposes, in the field of higher education.

NCA Philosophy and Operation. As a voluntary, self-governing association of collegiate institutions, the Commission on Colleges and Universities of the North Central Association establishes its own policies and expectations for evaluating and assisting institutions within its own membership and those seeking membership. Thus, the evaluation and consulting activity of the Commission is carried on by the peers of collegiate institutions rather than by an outside governmental or special interest agency. This mode of operation does result in somewhat of a circular effect in establishment of evaluative expectations for new areas of institutional operation such as multi-media centers where rather firm notions of good practice have not yet emerged. In other words, the expectations which the Commission is developing with regard to multi-media centers in total institutional evaluations have been evolving from the experience gained in actual evaluations of the few institutions where such centers have been initiated. Broader, more inclusive expectations will develop from further experience of this nature.

To understand the Commission's developing position on multi-media centers, it must also be recognized that standards, as normally conceived, are not applied in NCA evaluations of higher educational institutions. Recognizing the vital differences among institutions, the Commission feels that the application of absolutes in such evaluations would introduce inappropriate standardization. Certainly, the Commission's consultants and examiners are aware of recommendations which have been formulated in the higher education field regarding good practice in certain areas of institutional operation. The position of the American Library Association regarding the traditional junior college library, for example, is known and generally accepted. However, even in such well-defined areas, these recommendations are considered as bench marks or guides and not absolute quality levels. The Commission feels that those factors for which standards might more logically be developed such as size of the collection or staff in a multi-media center must be considered within the context of less quantifiable, but perhaps more important, dynamic variables such as use and faculty involvement.

With the discussion of the NCA approach as a context, we may turn our attention to the position which seems to be evolving from the Commission's experiences with regard to multi-media center developments in higher educational institutions. My remarks represent interpretations of consulting and evaluative reports and Commission deliberations, rather than a firm position paper adopted by the Commission.

Evolving Guidelines. The overarching concern of the Commission, and all of us here I am sure, is that the multi-media center, like the traditional library, be conceived and developed as an integral part of the educational program rather than an institutional adjunct or frill. In fact, if I am correct in my conception, the true intent of such a comprehensive resource development is to merge the library and the classroom to a greater extent than was previously intended or possible. Concerned with this integration, the Commission and its representatives have begun to focus their attention on the center staff and its organization, faculty involvement in the center, the institution's rationale for the choice of media, and the provisions made for the evaluation of the center's effectiveness. Let us first consider the center staff and its organization.

Center Staff and Organization. The leadership of a qualified staff will, of course, be vital to the success of the center. However, the pattern of staff qualifications is still unclear. The most refined statement that could probably be made at the moment would be that the leadership in the center staff will need appropriate graduate preparation to cope with their complex responsibilities. This will mean that more graduate institutions will need to be encouraged to develop graduate programs specifically geared to preparing multi-media personnel and providing appropriate supplemental learning experiences for interested and involved librarians now in the field.

The comprehensive services of the center will also necessitate the employment of technical specialists in such areas as media production and equipment maintenance. Appropriate qualifications for such technicians would probably involve two or more years of special academic preparation supplemented through various business and, perhaps, industrial experiences. Ultimately, the range of center services to be provided and the organization of the staff will determine the appropriate preparation need by the staff.

The necessary size of the multi-media staff is also unclear at the moment. However, A.L.A. recommendations in this regard for traditional libraries might be used as a starting point. For example, it has been recommended that two professional and one non-professional staff members are needed for effective library service in junior colleges with an enrollment up to 500 full-time equivalent students (1:202). If we assume this as a base and consider that the traditional library service remains as a vital part of the multi-media center, we can begin to grasp the staffing commitment that will be required for the center in a junior or community college. Expanded services and in-service training for faculty and students, and technical production and maintenance will demand more trained personnel at various levels.

The effective and efficient organization of the center staff and services seems to be emerging as a vital Commission concern. Although the

Commission will never dictate the adoption of a specific organizational structure, the functional integration of the responsibilities for print and non-print media seems extremely important from an educational point of view. Students and faculty interested in gaining access to information in any form on a given topic should not be impaired in such investigations by structural fragmentation of available learning resources. This will probably require either visting the authority for the entire multi-media center in one administrative role or providing for direct and significant communication and cooperation between the traditional library services and the new non-print media services.

Faculty Involvement. Another emerging Commission concern, closely related to the dynamics of the center operation, is that related to faculty involvement. The degree to which faculty are consulted and actively involved in the planning, implementation, and further development of the multi-media center, seems to be an indicator of how committed an institution is to this approach as a viable means of improving the educational program rather than establishing an innovation for innovation sake. Although the establishment of a center by administrative fiat and through the sole efforts of specially trained personnel might result in a more rapid initiation of a facility and collection, the desired impact will probably never be made in the classroom if faculty views are ignored. In fact, the best results might be realized if the faculty were stimulated to initiate the very idea of developing the multi-media center.

Judging from the Commission's experience thus far, it is very easy for multi-media enthusiasts within an institution to view the faculties' general lack of knowledge and possible suspicion of the new media technology as barriers to center development. If such barriers exist, however, they must be removed through diplomatic and stimulating in-service education rather than taking action which may isolate the resulting center from faculty interest and use. Liberal opportunities for faculty to visit existing multi-media centers, and the use of outside consultants, might be used initially to stimulate and inform the faculty. If the decision is made to develop a multi-media approach, provisions should be made to provide faculty with further information on available and potential media on a continuing basis. An informed, as well as enthusiastic, faculty seems vital to the necessary cooperative planning for a successful multi-media approach.

A further concern could be expressed regarding faculty involvement in the development of an operating multi-media center. To be most useful, a large portion of new media will need to be developed for particular application in the courses and classrooms of the institution involved. This is particularly true in this formative era, but will probably continue to be true in the future. Faculty members, assisted by appropriate technical personnel will need to be involved in the production of such media as audio and video tapes, programmed materials, and single concept films. In the few institutions in which the Commission has had an opportunity to view center developments, provisions of instruction - free time for such production activity has been largely neglected. Although the cost in faculty resources might be high, it seems that an institution choosing to develop a multi-media center will have to provide faculty with appropriate time for this activity.

Rationale for Media Choice. It is too early in the Commission's experience with institutions developing multi-media centers to make any projections regarding the size, scope and types of collections which might be desirable. Most probably, such factors will be viewed as quite variable and determined by instructional philosophies and approaches in each institution. It should be noted that the Commission has increasingly encouraged institutions to make use of varied instructional methods recognizing the differences in subject matter and the students involved.

It seems clear that, in the area of media choice, the Commission will be primarily concerned that the institution have a well-developed rationale and plan for whatever approaches it embarks upon. These plans should include thorough consideration of such factors as faculty views, student characteristics, current and future educational program offerings, and needed and available professional staff, facilities, and financial resources.

Although these numerous factors are all important for sound multi-media center planning, the needed and available financial resources for such a development is a priority consideration. Here again, however, effective guidelines are unclear and we must resort to consideration of recommendations for traditional libraries as a starting point. The A.L.A. has taken the position that a minimum of five per cent of the total budget of the institution for educational and general purposes is required to maintain a well-established traditional library with an adequate collection. It is further recommended that up to ten per cent of the educational and general budget is needed to support a developing library (1:201). Certainly the development and later maintenance of a comprehensive multi-media center which would include either a developing or established library component will require financial resources in excess of the traditional five-ten per cent. Factors such as increased staff and released faculty time for media production, discussed earlier, will contribute to cost of the center.

Evaluation of the Center. A last vital Commission concern regarding the developing multi-media center is the need for soundly conceived and continuous evaluation. The evaluation of such centers probably should not focus only on faculty and student use. The intent of the newly conceived resources is the actual improvement of instruction. Therefore, evaluation should be made to determine if student behavior is significantly affected by providing learning opportunities in such a new environment and by these new methods. Ideally, the evaluation of the effectiveness of the center's services should involve comparisons with students who experience more traditional learning experiences. Furthermore, studies such as the one carried on by Oklahoma Christian College on its new learning resource center[3] should probably be conceived as part of the early plans for a multi-media center.

As has been noted in this presentation, the present position of the Commission on Colleges and Universities regarding the future of the multi-media center development focuses upon concerns related to the integration of the center in the educational program, appropriate center staff and organization, faculty involvement, rational planning, and sound evaluation. I am sure that the Commission working with professional specialists such as you here today, will continue to work toward and encourage the establishment of quality guidelines for multi-media center developments.

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THE ROLE OF THE RESOURCE CENTER IN THE NEW LEARNING

Oliver Rice
Associate Director, Instructional Materials
Clinton Job Corps Center

As many voices remind us, we are observing today a veritable revolution in education. The resource center is significantly implicated. I would like to explore with you this morning a description of the resource center, and its director, which is adequate to the times. However, with your indulgence, I would like to approach the subject rather circuitously by introducing a number of preliminary propositions.

Every human being has a different and evolving pattern of needs. In the nature of things, we vary greatly in our innate abilities, our temperaments, our experiences, our accomplishments, and our visions of fulfillment. By conditioning, we Americans feel that this individuality is desirable. It accords with our faith in capitalistic democracy and with our gaming spirit.

But we go further. Modern American culture provokes individualism. Our natural individuality is stimulated by the changing social structure, by the rapid evolution of values and techniques. Our peculiar sophistication is pervasive. We demand that every artist be an innovator. We select the most various culture heroes. We applaud personal styles in dress and manners. Increasingly, the individual must choose his own life modes, without benefit of tradition. He feels impelled to assume a personal identity, and may find himself in crisis. Inevitably, such a complex cultural situation incorporates ambiguities and contradictions.

From a diversity of fads and ideologies, of images and models, the individual may adopt conflicting modes. And he may be diverted into modes which are destructive, both to himself and to society.

Constructive individualism requires frequent self-assessment, appropriate revision of roles and goals, and continuing achievement. To lead an effective and rewarding life, one must gain and maintain an honest view of himself, of his strengths and weaknesses, of his qualities, his abilities, his opportunities his accomplishments. He must, at any age, feel that his life is taking shape, that it has meaning and worth. To know who one is, what he might make of himself, and how he might go about it is not merely preliminary to learning or to the selection of an occupation; it is an essential subject of learning, which must continue throughout one's life, concurrently with the development of his skills and knowledge.

Education and management should make constantly available to every individual the means for such experiences. By management I mean here the organizers and administrators of all our institutions, voluntary and elective as well as business and professional. I propose that management is unavoidably involved with education and shares equally with education the obligation to provide comprehensive programs of learning experiences for the community at large. Managers rely upon the products of education. They occupy significant points of vantage over the needs of the community. They sit on the councils which determine community policies. They command many of the essential resources for comprehensive community programs. And they largely control the opportunities open to individuals beyond the traditional school ages. Therefore, management should participate with education in promoting the constructive evolution of the community by making it possible for every individual to lead a constructive life. Management can prosper only if the community prospers. The community can prosper only if its individual members prosper. Individuals can prosper only if their needs continue to be fulfilled. Their needs can be fulfilled only through enlightened programs of opportunity. Such programs can only originate and function through the cooperation of education and management.

But traditional education and management fall far short of these provisions. In both learning and working environments, we tend to operate as if the immediate ends of the institution were our sole ends. Many of our practices exist merely for administrative convenience. We select students and employees who are apt to meet, with minimal inconvenience, the objectives of the institution itself - the appearance of disciplined efficiency, the reputation for excellence, the cost-effectiveness of facilities and staff, the production schedule, the perpetuation of fossilized tradition. The individuals who are excluded by these policies are left to their own ill-advised devices or are consigned to other agencies. Where these other agencies exist at all, they must either take expensive artificial measures or attempt to formulate themselves as the excluding institutions might have been formulated in the first place.

Having included a selection of students or employees, then, we proceed as if they had precisely the same needs, imposing upon them an essentially limiting and almost invariable round of activities. As a result, some merely serve out their time in activities in which they find no reward, while others suffer the neglect of their needs. In the vital areas of their lives, most are left to their own incompetent solutions. Similarly, we open learning programs at our convenience and close them at precise intervals, assuming that all the individuals we have chosen to include will attain at the same pace in any given activity. By imposing a common schedule, we produce unfortunate interruptions of achievement, a large measure of time-serving by those of uncommon aptitude, and frustration in those of lesser aptitude. We further assume that the mere ability to comprehend an activity, to go through its motions or verbalize about it, constitutes achievement. We rarely concern ourselves with the individual's motivation, with the relevance of the activity to his life pattern or the manner in which it might alter his spontaneous behavior. Finally, we assume that, at the age of 17 or 21, or whenever the individual enters an occupation, he has only very occasional need for further learning.

At every stage of this process, our response to the failure of any individual to succeed in or adapt to the prescribed activities is, again, to exclude him, He is dismissed and, again, is left to his own devices or consigned to another agency. Meanwhile, however, he continues to act as a fully constituted member of society, as a voter, a parent, an agent in the evolution of culture.

It is clear, then, that we have been unable or unwilling to design study and work programs which nourish the individual. Full enrollment, full employment, the expenditure of massive sums on facilities - none of these is a solution to the basic problem. The fault is in our rationale.

Radically revised programs should be instituted. A profusion of dramatic circumstances reinforces the urgency for innovative measures. Students' are dropping out in alarming numbers. Voluntary unemployment is widespread. Protests and riots threaten many of our institutions. Education and management are beset by discord and bad conscience from within and ill-will from without. Various experiments are being conducted by schools, by government, and by private groups. However, their efforts emphasize the call for an integrating system. The following propositions suggest the broad outlines of such a system.

Achievement programs should be based on the collective needs of the individuals in the community. As a first step, to meet the needs of any single individual, we must, obviously, determine what they are. We must establish procedures for helping the individual to identify and acknowledge his feelings and his values, his abilities and his accomplishments. We must help him gain insight into the culture and the opportunities it offers. We must accept him as he is, however perverse or apathetic he may seem, and attempt to guide him into a life plan which exploits his peculiar gifts, however minimal or exceptional they may be.

The program of an individual of whatever age will, of necessity, be somewhat remedial. We cannot have reached any stage of participation in our extremely complex culture without some departures from whatever norm we care to establish. His program may also be somewhat academic, somewhat vocational, somewhat elementary, secondary, or collegiate. It is evident that these are exceedingly gross terms with which to describe the needs or status of any individual. They are, in a sense, inapplicable and irrelevant, if it is our intention to accept a particular person, in all honesty, whatever and wherever he is, and aid him toward whatever and wherever he wishes. We must so design programs that we can select with any individual the precise achievement objectives he requires, place them in any order of priority, and provide immediately the appropriate learning experiences.

The subject matter of these experiences must also be delineated specifically to serve the priority of the individual's needs. If his most compelling concern is to know how to use a wrench, how to finance dental treatment, how to locate a star, how to settle a conflict with his family, how to solve a problem in higher mathematics, how to operate an adding machine, how to interpret a poem, or how to evaluate a political candidate - we must make available to him, precisely at the time he needs them, learning experiences through which he can actually gain the competence to resolve the concern and move on to the next item of priority. We must provide learning contact with the real situations of life, sordid and sublime, mundane and erudite. We must shun neither the grubby and overt aspects of commerce nor the subterranean aspects of personality.

Pedagogically, we must treat the individual and the subject with a candor exactly equal to reality. The selection of learning experiences must relate directly to the basic drives which provoke and condition the individual's behavior. The bases of his motivation are his feelings. He must be encouraged to act and make decisions, but in his own style. We must attempt to arrange his learning so that he succeeds steadily at the level of his competence. His achievements must be measured by demonstrations of competence, rather than verbalization, and he must be allowed to pace his own achievement, applying for measurement whenever he feels he is prepared.

A comprehensive community achievement program, then, would be a composite of learning experiences required, or apt to be required, by all the individuals in the community. Admittedly, to analyze and provide for the needs of one individual seems a difficult task. To devise, communicate, and administer a program in which the needs of all the individuals in the community are accommodated seems prodigious, even though the needs of many will be largely coincident. But I submit that the challenge is acceptable if we meet it with sufficient system. My next proposition concerns a technique which is, I feel, essential to such a system.

Achievement programs should be structured along modular tracks. The learning experiences through which competence is accumulated can be broken down into single-concept units, or modules, each with its stated learning objective. The modules can then be arranged in recommended sequence. Such tracks can be designed for any achievement objective. The relationships between modules can then be arranged in recommended sequence. Such tracks can be designed for any achievement objective. The relationships between modules can be displayed pictorially.

Illustration I

In the same manner, we can portray the achievement objectives required, or apt to be required, by all the individuals in a community, and so communicate the comprehensive community program in utilitarian detail.

Illustration II

Working from such schematics, the individual and his advisor can select any combination of modules and arrange them in any order they desire. Thus, a great variety of individual programs be set up by the selection of patterns of modules from the comprehensive program. The student can alter his program at any time; he can explore the resources of the comprehensive community program almost at will. To maintain clerical control of the system, symbolic designations of the modules can be read into a computer and read out as schedules or records of achievement.

Each module in this curriculum model is an entity, which permits us to plan the learning activities of the unit as meticulously as we wish, without distorting the remainder of the program. To make it possible for students of the most diverse ability and motivation to learn effectively, we must exploit every mode of learning. For each module, we can prepare what might be termed a learning activities battery (LAB). The LAB should consist of any and every device which will aid in the learning process. The materials contained in the LAB may range from the simplest of media created in the classroom by the student himself to the most sophisticated computer based programs. They may employ all the media of sight and sound, at several levels of difficulty, and may duplicate each other in content. Wherever convenient, the materials should be self-instructional, not only to stimulate the student's self-reliance, but to conserve the energies of program personnel. We should make the fullest use of such learner-oriented activities as role-playing, group dynamics, and academic games. Tests and measurements should be prepared with each LAB, so that the student may apply for them at any time. Thus, for each module of a program, we can prepare or collect a multi-media, multi-mode, multi-level battery of predominately self-instructional activities. From this LAB, the teacher or advisor can select with the student those items or combinations of items which are best suited to the student's temperament and abilities. The classroom teacher, under these circumstances, becomes what we might call a "companion in learning." No longer committed to a single, rigid program for her entire class, no longer required to lead her students as a group through each learning step, she may move among them at will, as each works at his own speed and on his own initiative.

Now we come, at last, to a concept of the resource center and the role of its director in the new learning. The system just described very nearly dictates these functions. The resource center is, in this perspective, no less than a repository and clearing house for all the materials and equipment used in the comprehensive community achievement program. It must codify and store each item so that it is readily available to any user, whether book, game, field trip roster, tape recorder, or film sequence to be telecast. In fact, it is not difficult to imagine a community which has entirely dispensed with the school as a complex of classrooms and retains only the resource center, which supplies learning activities to office, home, or any remote point by computer aided television, radio, telephone, or messenger, somewhat as the public library presently supplies books to the community.

The role of the resource center director is similarly expanded in this system. He is, above all, versatile. He should take the lead in bringing the system into existence, supervising its procedures, guiding its evolution, and vigorously promoting its use.

This is a vast enterprise, and it cannot be accomplished solely under local auspices. A single community can provide neither the funds nor the personnel to develop such a system in its entirety. Through government or corporate intercession, communities must enter into consortium arrangements, pooling their financial and human resources. Such cooperative efforts would not only stimulate a fruitful interchange of ideas and techniques, but would produce programs which could be adapted to the needs of still other communities.

I submit, in closing, that we have few alternatives. The thrust of change is so intense that education and management must take far-reaching innovative measures to maintain the constructive evolution of the culture. One might say, in the language of our youth, that we will either get with it or be out of it.

BOARD EXPECTATIONS OF JUNIOR COLLEGE STAFF AND ADMINISTRATION

Mr. Robert Sechlar
Board Member, Rock Valley College

It should be clearly stated that the college board is a policy-making body and properly delegates the execution of its policies to an employed, professional administrator and his staff. The board is dependent upon the competency and good-will of its employees, which pre-supposes harmonious working relationships, that the board must consistently seek to establish and maintain throughout the college.

Keys to effectiveness in these relationships are two-fold. First, the recognition of college personnel as human beings with the hopes and aspirations--the doubts and fears, the abilities and handicaps, common to us all. Secondly, the enlistment of college personnel participation in those phases of policy formation and administration with which they are directly concerned. Board members who are educational statesmen understand the importance of welding everyone in the college system into a smooth working team with a sense of loyalty to the administrator, the board and the community.

The relationships between a college board and its administrator, the president of the college, like most relationships in the affairs of men, are first of all a matter of human relations. This is a plain fact, but it is sometimes forgotten with unhappy consequences. In the best interest of the students and of the total community that the colleges are designed to serve, it is essential that there be a friendly good-will and mutual respect between the board and the administrator which make possible complete frankness, confidence, and understanding concerning the conduct of the college.

There are two other important aspects of college board-president relationships which add somewhat to their hazards. The first one is that, on one side of this relationship there is a compositie group of people who must act as a unit in dealing with the other side who is a single individual. As we know, this presents problems for both sides. The second aspect is the fact that college affairs are public business; and the college board and its president, live in a glass house, so to speak, with all their actions and interactions in full view of the whole district. Whether these relationships are harmonious or not, is almost immediately apparent to everybody on the outside.

Another principle of board-administrator relationships is that they are never static but are always changing for better or for worse. One of the reasons for this is the turnover in the board make-up. Another reason is the turnover in presidents--usually every six years or so in the average community college district. Finally, there is the basic principle that the college board makes policy and the administrator executes policy which is by no means as clear cut as it sounds; but which must be understood and agreed to if harmonious relationships are to exist between the two.

Once having selected and employed its' administrator, which is actually the most important task a college board must perform whenever circumstances require it, the board should proceed to establish friendly and effective working relations with the president. In its dealings with the president, as in all other matters, the board must act as a unit, and the greater the harmony of agreement within the board, the greater the cordiality and strength of its relationship with the president is likely to be, other things being equal.

No member of the board has any legal authority to deal with the president on an individual basis, and each member is obligated to abide by and uphold the adopted policies of the board whether or not he voted for their adoption. The president should not encourage otherwise. Outside of board meetings, the individual member naturally has more reason than the average citizen to be on friendly terms with the president and to exchange views informally to their mutual enlightenment; but these contacts should never become unduly intimate nor are they in any way official.

From an official standpoint, the board looks to its president for such things as the following:

1. Attendance at all board meetings except on occasions when his own status may be under consideration.

2. Preparation in advance, after consultation with the board president, of the agenda for all regular and special board meetings.

3. Keeping the board minutes and their proper dissemination to the board, the staff, the press, and the community at large.

4. Keeping of all financial and other records of the district.

5. Advising the board as to the adoption or modification of policy.

6. Promulgation of the rules and regulations designed to carry out policy.

7. Informing the board as to how the instructional program in the college is being carried out with a continuous evaluation of the success of the educational program.

8. Preparation of a budget designed to support the educational program of the college for consideration and adoption by the board.

9. Recommendations to the board concerning all college personnel appointments, promotions, transfers, terminations, etc.

10. Working cooperatively with the board in the handling of all other regular and special activities and concerns of college operation, such as relations with parents and students, building programs, bond issues, the taking of bids, insurance, etc.

11. Assisting the board in the preparation of an annual report of the college district.

12. Assuming joint responsibility with the board, through agreed-upon procedures, for establishing and maintaining good public and press relations between the college and the community.

I believe the board has a right to expect their president to be a professional educator heading the junior college program prescribed by law. He should be able to work as a team with the board which results in a sense of belonging, a sharing of responsibility and creativity in opportunities for growth and achievement. He and his family must be accepted by the community. There must be whole-hearted compliance with the adopted policies, rules and regulations which he and the board devised and agreed upon together. The president should surround himself with enough clerical assistance and effective administrators so that his talents as an educational leader are not buried under a mass of mechanical detail.

Further, the president must handle all complaints whether they come from the board, the students, the staff, or the public. He must not allow himself to give special privileges to certain board members under any circumstance. He must be willing to attend important educational meetings which may contribute to his professional growth and competency. He must maintain the finest line of communications with his board, the staff, and the public. The president must rid himself of any staff members who prove to be ineffective as teachers or administrators.

I believe that a board has certain expectations of the staff of the college. We must expect them to realize that they represent the most constant and influential liasion between the college and the community. They may actually strengthen the hands of the board of education and the president in promoting good public relations and image. More specifically, I believe teachers should:

1. Believe sincerely that the citizen interest in the work of the college is both desirable and essential, and let their actions and words reflect this belief.

2. Make certain that they understand the policies and programs of the college and the administrator, so well that they can answer convincingly when people ask them questions. This means that occasionally, teachers will drop in at a board meeting just to get this "feel" of things. Even more that that, it means that administrators will assist their teaching staffs to become thoroughly versed in these matters.

3. Learn to receive criticism of the college without showing irritation or resentment--when the motive behind the criticism is sincere. Teachers should take pains to help bring out the true facts which will then either convince the critic that he is in error or reveal to them where improvement may be made.

4. Express appreciation to parents and citizens, both inside and outside the college, for interest and support of the college. Encourage wider study and participation in college affairs on the part of the people of the community.

5. Cooperate fully with the various media of communication between the college and the community--press, radio, TV, whenever teachers are called upon or have something of special significance to contribute.

6. Recognize that their greatest means of stimulating adult interest in the college is through their students.

7. Continue to improve themselves by further education, travel, and seminars.

In classroom teaching from day to day, teachers should take advantage of natural opportunities, or even deliberately create opportunities to help the students to understand and appreciate out unique American system of public education including how the colleges are supported by the people as a whole for the benefit of all youth and adults; how our plan of control by local boards of education, made up of citizens of the community, helps to carry out the wishes of the majority of the people and to adapt the colleges to particular needs and conditions.

I am sure that every possible variation in the degree and character of the relationships between college boards and college administrators can be found in these United States. At one extreme, there is the president who thinks that the less his board knows about what is going on in the college, the better he will get along. On the other hand is the board which makes a figurehead of the college president by running the college itself. The ideal situation, of course, lies midway between these extremes where the board, in consultation with the president, and on the basis of all available facts, establishes the policies by which the college will be operated, and where the president, with the full approval of the board, exercises his professional skill in administering those policies and in reporting their effectiveness or need for modification to the board.

Certainly, the by-word of this talk should be "communication." The college president today must have talent in this area in order to be successful in his position. The board has a right to be kept informed on all matters of the college. The staff has a right to be kept informed on all phases of the college program, operation and budget. The public expects to be kept informed on the progress of the system they are paying taxes to support. As you have seen recently, a breakdown in any of the areas mentioned causes trouble on the campus. Public trust is a sovereign right, and when used to the advantage of the people, can build the finest educational institution. Loss of it breeds mediocrity.

The board expects its president to be an educational leader. By that, I mean, to aid in directing this board not only toward a good fiscal picture, but to a fine educational program. So often a board gets so wrapped up in finances that it lets the educational program go. This does not keep a growing college in step.

But what about the future? In addition to what we have discussed, what about projecting into the next few years. I see leadership from the presidents of our colleges in melding the staff members of a vocation-technical curriculum and a college-parallel curriculum into a smooth team of mutually accepted professional staff. I can see the complete revamping of entrance requirements and transfer credit programs. This really was needed day-before-yesterday so that a student attending college will not lose credits because of transfer. I can see a closer working relationship between the board, the president of the college, and the students. I think we can expect our administrators to alleviate any difficulty in this area before it arises. Then, I say, the by-word for the future is "involvement". Involve the staff and the students in all phases of the administrative life of the college. Have the staff participate in the establishment of policy; financing, public relation, and the community involvement. Likewise, have the students take part in the establishment of board policy, fiscal responsibility and teacher evaluation.

I believe that in establishing an excellent junior college system for all the people, society wants the college, as a public institution, to provide insofar as is possible the following:

1. A well-qualified and efficient corps of teachers of such character and educational background that the student taking one course or full-time is improved educationally either for work or for personal improvement.

2. A physical plant and equipment adequate to meet the most exacting needs of every learner, the like of which separate families, businesses, and four-year institutions do not provide.

3. Experience for effective learning, the like of which the best home or business alone could not provide.

4. Educational leadership which courageously and ably leads to continuous college improvement.

5. All of this the administrator and staff can program and today work its program.

How wonderful it is that our forefathers and state legislators created this means of educating all the people, young and old, in order that we may gain the intelligence and judgment needed to govern ourselves well and to safeguard our human freedoms. It is up to us to see to it the programs are successful. I'm sure that together we will be successful.

THE COMMUNITY COLLEGE BOARD

Mr. Gerald W. Smith
Executive Secretary, Illinois Junior College Board,

> "The Board of each public junior college district is a body politic and corporate by the name of 'Board of Junior College District No. ________, County of ______________ and State of Illinois' and by that name may sue and be sued in all courts and places where judicial proceedings are had."

This paraphrased quotation from Articles 3-11 and 4-3 of the Public Junior College Act identify a relatively new public governing agency in Illinois.

The first public junior college district in Illinois organized as a separate municipality to be governed by its own board with authority to levy taxes, employ staff, operate an educational program, acquire property and build buildings, was Black Hawk College in 1963, established under a 1959 Law. By September 6, 1965, when the Public Junior College Act became effective with the organization of the Illinois Junior College Board, five independent public junior college districts had been created by referendum. In addition to Black Hawk College, they were Triton, Rock Valley, William Rainey Harper, and Sauk Valley. The number of the independent junior college districts as of July 15, 1967 is thirty-two. Twenty-eight of these are organized as Class I junior college districts in accordance with provisions of the Public Junior College Act of 1965. Four are Class II districts which means that they still retain their original boundaries and have not been accepted or reorganized as Class I districts. The designation Class II refers to the type of organization and in no way indicates a second class institution.

Illinois junior college districts are defined in the Public Junior College Act as institutions of higher education. The retionale for the functions, powers and duties of Illinois junior college district boards is therefore that of governing bodies in higher education. The basic structure for the management of junior college education in Illinois fits the pattern of all higher education. At the top of the organizational structure is the Board of Higher Education which serves as a top level planning, coordinating and in some cases regulating agency for all higher education. Five other state boards of higher education are:

Board of Trustees - University of Illinois
Board of Trustees - Southern Illinois University
Board of Governors
Board of Regents
Illinois Junior College Board

Each of these boards is a governing body managing institutions of higher education except the Illinois Junior College Board, which like the Board of Higher Education is a planning, coordinating, ministerial and supervising agency for junior college education. The governing body of each junior college district is a local board elected by the citizens of the district with the exception of Chicago, where the Board is appointed by the Mayor.

All of the governing boards for institutions of higher education exercise powers and duties outlined under the provisions of Illinois statutes. Duties of junior college district boards are stipulated in Sections 3-22 through 3-29 of the Public Junior College Act, approved July 15, 1965 and amended in the 75th General Assembly. Powers of junior college district boards are designated in Sections 3-31 through 3-42 of the same Act. Article VII of the Public Junior College Act as amended in February, 1967, includes certain additional provisions for cities of 500,000 which, of course, includes only Chicago City College. The provisions in Article VII deal with tax levying and fiscal procedures related to finance and budgeting in Chicago. A junior college board has autonomy in the governing and management of the junior college district on all subjects named in the statutes unless restrictions or limitations are specifically designated. For example, a junior college board has the power to select and purchase sites but must secure the approval of the State Board before the purchase may be completed.

Duties and powers of the board include the employment of staff, determination of curriculum (subject to concurrence by the State Junior College Board and Board of Higher Education), determination of conditions for employment and dismissal of staff, the purchase of all equipment, determination of policies, roles and regulations for the orderly operation of the college, the selection of sites, planning of buildings, etc. In short, the district board is the governing, policy making, managing board for the operation of the district for its educational program, its business affairs, and all other matters related to operating the college.

The Board of Higher Education and the State Junior College Board concern themselves with the junior college districts only with regard to those matters set forth in the Public Junior College Act and the Act creating the Board of Higher Education.

The Standards and Criteria for the Evaluation and Recognition of the Illinois Public Junior Colleges, published by the State Junior College

Board in 1966 makes the following statement regarding the board of a junior college district:

> "The Board of a junior college district shall perform the functions and assume the responsibilities authorized in the Public Junior College Act. The Board of a junior college district should serve as the managing and policy making agency for the college district. It is expected that the Board will delegate the detailed administration of the educational program and of the business affairs of the district to the chief administrator, the administrative staff, the teaching staff and other staff who are employed for these purposes."

In its criteria for evaluation and supervising the junior college program in the several districts, the State Board gives emphasis to the governing and policy making function of the district boards and to the delegation of the administrative and teaching functions to the administrative and teaching staff. It is the hope of the State Board that the traditions and practices which are generally recognized as sound and wise in the governing of college boards will pertain in the junior college domain.

In a proposed revision of Standards, Criteria, Regulations and Guidelines for the Evaluation and Recognition of Illinois Public Junior Colleges, the Illinois Junior College Board suggests and encourages college boards to publish certain statements. Here is an excerpt:

> "The following documents, the development of which is characterized by the cooperative effort, understanding and acceptance of all concerned, should clearly identify and delineate the authority and responsibility of all concerned in the total operation of the junior college.
> a. Junior College Board Policies and Procedures
> b. Faculty and/or Administrative Handbook
> c. Organizational Chart
> d. College Catalog
> e. Student Handbook"

The junior college boards need to be thoroughly informed about all facets of the college operation. Therefore it is recommended that the documents listed above be so drafted as to clearly delineate regulations, policies and organizational structure determined by the board and that it outline the functions of administration, teaching and services personnel so that a continuous flow of information will be brought to the board for the purpose of action where policy in involved, reporting where information is needed and helpful, and for discussion where evaluation and change is recommended.

ORGANIZING COOPERATIVE PROGRAMS WITH INDUSTRY

Dr. Ronald Hallstrom
Dean, Vocational-Technical Education
Rock Valley College

We are all familiar with various types of work-study educational programs. They are not new to education. Cooperative education programs of one variety or another have been part of the educational opportunities of some school districts for a long time.

Cooperative programs are found in a variety of settings and are conducted in a variety of ways. High schools, for example, traditionally offer work-study programs in areas such as office education, retailing (or distributive education), and diversified industrial occupations. Programs of this type are usually conducted in a standard pattern. Students attend school for a half-day, generally in the morning, and then work a half-day at a training station established by the school's teacher-coordinator. Well-organized programs of this nature which are conducted by an enthusiastic, energetic teacher-coordinator are generally successful in terms of meeting student needs and are appreciated by businesses which cooperate in the effort.

We are now at a point in the development of Illinois junior colleges when such programs need to be considered. However, there are a few things which need to be recognized and a few questions which need to be asked before diving headlong into the business of organizing cooperative programs with industry.

Why Organize Cooperative Programs?

Cooperative programs serve a community and a college in a number of ways.

1. Educational opportunities are expanded.
2. Industrial employment needs of the present and the future are helped.
3. The college meets definite needs of the community.
4. The industrial and business community become involved with the college in working toward a definite goal.

College Considerations

First of all, from a legal point of view, Class I community colleges in Illinois must offer a minimum of 15% of their courses in vocational-technical education and not more than one-half of these offerings can be in business. Illinois community colleges, therefore, are obligated by law to offer various types of vocational and technical education.

Secondly, we must decide whether or not cooperative programs should be offered in the occupational areas. We can elect to remain on campus with classroom study and graduate technicians who complete a two-year academic program.

Thirdly we must, if we elect to offer cooperative programs, decide if they will be established in the tradition of secondary school offerings or if the junior college will search out new and innovative ways of generating interest and enthusiasm for the programs.

Industrial Consideration

As we look at the industrial world of today there are, again, some things we should be aware of.

1. Industry needs trained technicians and in some cases they are urgently needed. Some companies, hoping to expand and ride up with the economic boom that will probably continue through the 1970's, face a crisis in finding trained and educated technicians to fill new job openings and replace older workers.

2. Industry is eager to cooperate with educational institutions to help solve their manpower problems.

3. Industry has a lot of experience in training and educating their own employees on an in-service basis. We know, for example, that for every dollar that is spent on higher education in this country, one is spent by business in its training programs.

4. Some companies have worked out extremely effective programs for their employees. When we think about organizing cooperative work programs, then, we should approach industry with the idea that we can learn from them. As educators, it seems to me that we must get over the notion that we have a monopoly on the learning processes and how people learn. There is a lot that can be learned from industry.

Now it is possible to arrive at an answer to the important question that has been raised: How do we organize cooperative work programs? It is my firm opinion that we have to try new ways of conducting old programs. To adopt the traditional-type cooperative program with little variation will only lead to a duplication of efforts at two distinct levels of education, secondary and junior college.

Educators can and should claim competence in their classrooms. We should not assume, however, that we know what is best for industry. Industry know what it needs in terms of employees and the training necessary for the work to be done. Therefore, when we talk about cooperative programs with industry, we must think of two-way cooperation. Not only should industry cooperate with junior colleges, junior colleges should cooperate with industry.

Career Advancement Program

At Rock Valley College in Rockford we have a cooperative program in technical education with local industry. Thirty-three companies have joined with the college in an effort to educate technicians for the future.

Our cooperative program is called the Career Advancement Program. In some respects it is traditional and in others it is not. In traditional respects, CAP is organized on an every-day-on-the-job basis. Students attend classes either in the morning or the afternoon. At the opposite time of the day they are employed as trainees in various cooperating companies.

Some of the untraditional aspects of our program are these:

1. Industry takes the lead in finding student-trainees. The college cooperates with industry in finding students who are interested in technical education but it is industry which leads the way.
2. Any student who is enrolled in CAP must first be hired by a cooperating company. Each student goes through the regular employment procedures of the company in which he is interested.
3. No academic credit is given for the work experience portion of CAP. Each company gives its trainees the on-the-job experience it feels he should have.
4. The training stations are established by the cooperating industries. We leave this matter to the good judgment of company personnel men.
5. The companies are directly involved in the training and educational processes. Each company is investing a large sum of money in its trainees and we feel they should have much to say about the training program.
6. The cooperating companies pay the cost of promotional materials for the program. This past spring our cooperating companies paid assessments for the program which amounted to approximately $1,600.

The Career Advancement Program is successful at this point. However, there remains much work to be done over the next few years to be sure that it is a continuing program and not just a "splash in the pan."

Now that I have given you some of the background and experience of our cooperative work-study program with industry, here are some suggested steps for organizing such a program.

1. Start with a small group of industrial people. Find people in your community who are interested in helping to organize such a

program. You will find many but you must look for them. Interest and enthusiasm will help to start the program and keep it going.

2. Let industrial people express their views on how the program should be operated and involve them in the total planning. Remember that industrial people have expertise in many of these areas. Let them help you and carry part of the burden for you.

3. Try to involve different departments of cooperating industrial firms. Work not only with the training directors but with the executive staff, the supervisory staff, and the public relations staff.

4. Remember that the cooperating companies are going to have problems, too. Not only does the school have difficulties to surmount such as scheduling and teaching staff but the cooperating companies will have the same problems.

5. Plan far in advance. Schedule the curriculum for its full length at once. This way your teaching staff and the companies will have a basis for planning.

6. Work out a training program that will involve your teaching staff and industrial supervisors. It is at these levels that a cooperative program has its greatest potential for failing. Many of your teaching staff, even those who are teaching occupational subjects, do not know what is done in a manufacturing firm. Many first-line supervisors in factories do not know what a community college is. Everyone connected with the program should understand it in its total aspect.

7. Keep a constant flow of information and communication between the college and the companies. No one should be left in the dark.

8. Finally, try to make the program grow. Don't let it stagnate.

There is a great need for functional education programs in the community colleges of Illinois. The need is here and the enthusiasm is here. Industry wants our help and we need their's. We can capitalize on these factors to help make our institutions truly "community colleges."

A ROLE FOR A COLLEGE PRESIDENT

Dr. Robert E. Lahti

President, William Rainey Harper College

A majority of a president's work and much of what is considered his prime responsibility, is accomplished by and through others. Therefore, one of the first tasks of a president is to organize a sound administrative structure--well staffed.

When I refer to administrative structure, I am referring to an environment more than I am to an organization chart. The organizational chart at best is only a useful guide--it is the quality of individuals who staff it that really matter.

The essential operations of the president are concerned with people. He works for the board, through his administrators, with the faculty, to educate students. There are also other identifiable groups with which he interacts to a lesser extent, i.e., alumni, governmental agencies, advisory committees, etc.

I believe the two main processes with which a president of a large institution must concern himself are the consultative process and the delegatory process. The consultative process should be considered from a question-asking frame of reference, such as, "Have you thought of this, or I raise a question whether . . .". Not the more direct approach often described by faculty or other subordinates in the higher education structure as "dictator," very frequently surprising the chief executive who pictures himself as the "harmonizer."

Permit me to digress to discuss a factor which is given far less attention by educational administrators than by executives in industry. I am speaking of perceptive ability, i.e., perceiving ourselves and the effect we have on other people as opposed to the way they actually perceive us. The famous baseball umpire story is an illustration of how differently perception may be understood.

The first umpire says, "Some's balls and some's strikes. I call 'em as they are."

The second says, "Some's balls and some's strikes. I call 'em as I see 'em."

The third says, "Some may be balls and some may be strikes, but they ain't nothing until I call 'em."

The third umpire's response illustrates an administrative attitude in higher education that has contributed to current faculty unrest on many campuses.

The consultative process, then, must create an environment which should result in wiser decisions than the president alone is equipped to make, a wider sense of ownership in the decisions, and a more direct responsibility for carrying them out.

Now to the delegatory process. It is often said that the most prevalent weakness of college presidents is their inability to delegate work to others. This deficiency may stem from a weakness of their own making, i.e., are they afraid to delegate to the staff they hired? If so, delegation of authority should be a stronger consideration in the employment process.

Perhaps the most important principle of the delegatory process is to locate authority as closely as possible to the operation. This often implies a delegation thrust through the vice president and deans - but frequently the process ends at this point.

The president must also keep in mind that if he delegates authority with too much detail, he is also dictating the conclusion. In other words, he should delegate discretionary authority. Nonetheless, the president must always recognize his accountability for performance.

I now shift to the area of administrative-board relationships, a most important phase of college governance.

Once a board has selected a president, it must be prepared to assist him in every way possible so that he may feel that the burden of the institution is a shared responsibility or a team effort. This point is represented more clearly in the words of former President Bowman of John Hopkins University:

> "Every time the board of trustees meets, the agenda should contain but two items. The first item ought always to be, "Shall we fire the president today?" If the answer is "Yes," then item two on the agenda should be, "Who are to serve on the committee to select a new president?" The board should then adjourn. But if the decision on the first question is, "We shall not fire the president today," number two should be, "What can we do to support the administration?"

. . . once the board has selected its president, it must demonstrate its support.

Let's look at a few situations in which the board's support may be jeopardized by the president's own action or attitude. One of the most frequent verbalizations of anxiety from administrators is "trustee trouble." In the few observations I have been able to make, both of other presidents and of myself, I have discovered that the president has often failed to examine himself as a possible cause of trouble. In dealing with the board, does the president appear to enjoy working with laymen? How does he view them--as obstacles to overcome or as a team with whom he may consult? Does he feel that he has to lay his body in front of every issue or has he discovered that with patience others will come to the front in his behalf?

I have found that a president maintains harmony with his trustees by maintaining flexibility of mind and a readiness to be convinced, which should not necessarily be interpreted as passive subordination. It seems to me that it is a president of weak mind who interprets a challenge of his wisdom or an adverse board decision as a lack of confidence in him. In presenting materials to the board, are his presentations clear and concise? Is he able to discern the main issues and not clog the agenda or his reports with minutia? Does he level with the board, or does he report only the "good news," attempting to create a stereotype of the perfect administrator?

I could continue but there are people more expert than I who should add to the list of presidents having "trustee trouble" because of their own making.

I have excluded from this discussion another anxiety area frequently verbalized as "faculty trouble." This is a complex topic that deserves consideration by itself.

In closing, I should like to mention a few principles by which I attempt to work in relationship with my board.

1. When a board is first organized, it should adopt, as soon as possible, a set of bylaws.

2. In the early stages, the role of the board in governance and the role of the chief executive in administration should be clarified.

3. Dedicate yourself to developing an informed board.

4. Trustees have a right to expect of the president a clear and complete view of the state of the institution.

5. Trustees have a right to expect sound leadership from the president facing the continuing problems of the institution.

6. Administrative efficiency is being judged each time an agenda is prepared or a board meeting convened.

7. In preparing an agenda for board action, adequate research must have been done and sufficient information provided in order for the board to make an intelligent decision. Anything less than this probably deserves a reprimand or at least a tabling action.

8. A board's efficiency is dependent upon the president's skill in communicating with it. The experienced president prepares himself well but he should have his subordinates at every meeting to elaborate on detail.

9. A great source of trouble is ineffective communication between the board and president - and/or between the president and other subordinates. The president must be hypersensitive to communication flow from both directions.

10. The president's role of translating for the board of education from professional to non-professional language is a demanding intellectual exercise which requires dedicated preparation.

11. The chairman of the board speaks for the board when delegated this responsibility and the president speaks for the institution.

12. Policy formulation and planning should be the responsibilities of board, administration and faculty; whereas final policy determination is a board responsibility alone.

13. The role of the administrator is to organize and provide the faculty and facilities for the educational program while the role of the board is to determine and provide the conditions and policies under which the staff may operate the program.

A SPEECH COURSE FOR THE OCCUPATIONAL STUDENT

Carol J. Viola
Waubonsee Community College

The diversity of the student body imposes upon the community college, and in our case, the Speech Department of the community college, the responsibility of providing an equally diverse speech education program. This is difficult because of the extent to which community college students differ in their goals and in their preparation for college work. Some of these students plan to transfer to a four year college; some do not. Some will enter with educational deficiencies; others will have the requisites for college. All, however, will live in a complex world in which they will have personal, civic, and occupational responsibilities to perform.

In order for all students to learn to function efficiently and effectively, regardless of role, in this complex world, an emphasis must be placed upon individual development. The Speech Department of the community college must be concerned with the students' needs and with providing the fullest opportunity for self-realization in an intellectual as well as emotional sense.

Most Speech Departments of the community college meet some of these diverse needs by offering standard lower-division courses that permit students to transfer to a four year college after two years in a community college. This is certainly our function. We have heard of some of these problems of transfer today. However, according to Leland L. Medsker, vice-chairman of the Center for the Study of Higher Education, University of California, at Berkeley, the trend away from specialization at the lower division and toward a base of liberal arts is making the task of preparing the transfer student more uniform. This trend reduces the necessity for the community college to offer a wide variety of specialized transfer courses and permits it to concentrate more on courses which meet letters and science requirements. This function of the community college has received attention by scholars in the field of speech. Articles and books have been published; suggestions and findings have been reported. This research has aided in the education of the transfer student.

In addition to preparing the transfer student, the Speech Department of the community college has a second function to perform, a function just as important and in the opinion of some, more important, than the first. That function is to meet the educational and individual needs of students preparing to enter the labor market as middle level manpower. Norman C. Harris, Professor of Technical Education at the University of Michigan, states that at least half and perhaps 70 percent of community college students will eventually find their life careers in fields for which a two year program of semi-professional and technical-vocational education is the optimal preparation. If we, the Speech Departments, do not meet the needs of these students, we are failing over half of the community college student body.

Occupational education at the community college level is classified as "technical" or "semi-professional". These terms denote a level of training lesser than that for a profession, but greater than it is possible to acquire in the four year high school period. The community college is, in a very real sense, society's answer to the need for expanded educational opportunity. Millions of high school graduates of "middle level" ability need further education and training to fit them for careers within the spectrum of middle level manpower. As these millions enter community colleges across the nation, the Speech Departments of these colleges must offer this diverse group a speech course which meets their individual needs and also meets the needs of general education - to provide the students with common outcomes of a fundamental educational experience. As speech teachers we cannot turn up our collective nose because some may say that this isn't college level speech. This group is one of our responsibilities; we must offer them an adequate program of speech education.

What steps are available for us, as Speech Departments, to take in preparing these students for the labor market as well as for life?

The easiest step, and the step taken by many new institutions, for a variety of reasons, is to require or to strongly suggest, that all occupational students take Speech 100 - or whatever the fundamentals course is called. It is essentially the same course that all college freshmen take.

Community college students, however, do not necessarily have the same characteristics as their counterparts in a four year college. The available facts indicate that the average academic apptitude level of students entering two year colleges is somewhat below that of those who enter four year colleges. Studies also indicate that students enrolled in occupational programs score lower on tests than do the community college transfer students.

If occupational students are required to take Speech 100, the future clerical worker, the future sales worker, the future mechanic, the future draftsman, and the future x-ray technician, will be competing with the transfer students, the future teacher, the future lawyer, and other potential professionals, and perhaps even a speech major. Such an exchange of ideas which would result may help to bridge the communication gap between the professions and labor; probably both groups will profit from such an exchange. However, experience tells me that the occupational student will become discouraged and will eventually drop the course. Because he is not equipped to perform on the level of the transfer student, he considers himself a failure. The communication gap then widens.

An alternate step is to place all occupational students in a "special" sessions of Speech 100. Because the community college is determined to be "academically respectable", this special section must be similar to the other sections of Speech 100, or perhaps be a slightly diluted version of the same course the transfer students receive. This is equally unsatisfactory.

The student whose goal upon graduation or upon completion of a shorter course of study is immediate employment, needs a speech course different from that provided for the student who is working toward a baccalaureate degree.

It is true that the speech course for the occupational student must accomplish many of the same goals and deal with many of the same objectives as Speech 100, but it must deal with them on a less sophisticated level. The activities and assignments should be work-oriented and as practical as possible. If the selection of activities has been careful, the student will be able to see the relationship between his future employment and his speech course. He will be motivated because he sees the purpose for taking it. The course will be tailored for him, not the transfer student.

Of course, the occupational student should realize that if he should experience a change of educational goals, a rather common occurrence in the community college, and plan to transfer to a four year college, that such a course cannot be transferable as Speech 100. A change in educational goals usually entails more work, and another speech course with a different emphasis will have to be part of that work.

In my research I have found that many community colleges do offer courses in "Communication Skills" for the occupational students. In many schools, a three to six semester hour course is required of these students. Usually this course is one which combines the study of writing skills, reading skills, and speaking skills. In many cases, in the six hour plan, the second semester course devoted only one-third to one-half of the time to speech, or one to two semester hours, usually taught by an English teacher, sometimes by a speech teacher. The occupational student will spend more of his communication time communicating orally than by any other means. Writing and reading development are important and essential. But, more emphasis must be placed upon speech education for these students, certainly more than on to two semester hours. At least, let's offer them a three semester hour speech course tailored to fit their needs. I think that we will have no major difficulty in selling such an idea to occupational program directors and community college administrators.

For the occupational student the community college occupies a position between the Ivory Tower of the university and the Market Place of life. If he is to compete in the job market, to be an asset to the business which employes him, to be a salesman able to sell a product imaginatively and effectively, to prove to paying customers that he knows his business, the Speech Departments must play a vital role in the education of this student.

In order to accomplish the purposes of the community college the speech teachers have to lift their sights to encompass more than a slavish copying of the subject matter content and the approach of a lower-division university course. We are all aware that there are some Speech Departments which offer courses for the occupational student which help to prepare him for his life. And, no doubt, all Speech Departments are concerned with this student. However, the progress which is being made in this area does not seem to be getting the publicity it deserves, at least not in our speech journals. Presently far too many community colleges, for one reason or another, do not offer a speech course for occupational students. It is our responsibility to develop such courses, courses not aimed at the lowest level of academic ability, nor at the highest, but at the middle. Throughout our school system, the middle group has been somewhat ignored. There have been special classes devised to meet the needs of the highly intelligent and to meet the needs of the slow learner. Now it is the responsibility of the Speech Departments to be realistic and to offer courses which are devised to meet the needs of this special group - middle level manpower.

The Illinois Master Plan of 1965 has given, and the community college has accepted, the responsibility of meeting the needs of this middle level group. Through careful research, study, and close cooperation with the occupational departments, we, also, can meet this responsibility. From such action the Speech Departments will profit, the occupational program will profit, business and industry will profit, but what is better yet, 50 to 70 percent of our community college students will profit.

THE COMMUNITY COLLEGE MISSION IN A TIME OF SOCIAL REVOLUTION*

Edmund J. Gleazer, Jr.
Executive Director
American Association of Junior Colleges

This is not the first time in the United States that educational institutions have been under the scrutiny of critical appraisal. Sputnik triggered the last public forum on this subject. But this time is different. Education is under attack as part of the social order. The primary challenge is to the social order and the questions are - How ought society to change? By what means shall it be changed? These questions ought not to send educators beating hasty retreat to academic bastions but ought to call them out to a partnership with motivated learners in common cause. To develop in people the understanding and skills by which society can be changed, nonviolently and constructively, and toward that freedom by which every individual becomes all he is capable of being, consistent with that right for others - Do we have any higher purpose than this in education?

Those who protest contemporary values and ways surely must see that to toss out all that has been learned, to seek the simplicity of rural life and an agrarian economy is a fruitless and futile exercise. Granted that poverty must be abolished - how else than through the resources of our cultural heritage and with education as the instrument. Agreed that disease must be eliminated and a decent environment for living established, and houses built and rivers and streams rid of their pollution - how? other than through utilization of what man has learned rather than rejection of all vicarious experience. All of these are required - research, technology, skills, organization - if a world of 3½ billion people is to be fed, clothed, housed, and if the freedoms sought are to be secured.

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*From a paper delivered at Northern Illinois University, July 11, 1968, Zulauf Memorial Lecture.

Not before, in my lifetime, has there been as much concern voiced about the disadvantaged, the poor, and minority groups; not even during the depression of the early 1930's. The great preoccupation of a few years ago with the "gifted student" in our educational institutions has been replaced with a lively interest in the "disadvantaged" student. Colleges and universities, many of them rich in prestige and ivy, are anxiously recruiting students who have not done well in high school.

Those of us in the community college field wince just a little as we recall how often we have been apologetic to our learned colleagues in other institutions about our open door admissions policies, remedial programs, and tuition free practices. But lest we take too much pride in what we now acknowledge as our leadership, let us recognize that the accent in the term community college has been on the last word "college". For the times that are past such emphasis is understandable and the resulting omission of services not critical, but not so for the future. The community college is entering a new day as part of a larger society which is changing. That changing society demands that the community college be more than it is now. Inescapably we have to respond to the most imperative question of our time - how can the nation realize the promise of a single society - one nation indivisible - which yet remains unfulfilled?

A Basis for Communication

A means for communication toward a new sense of community is required across this land. Does our society face any greater problem? Many voices say no. But where is a point of beginning? Without acknowledgment of some common interests chaos is almost inevitable because communication has no basis. But communication made possible by a sense of community can bridge the generation gap, the money and class differences, and the race barriers. We are beginning to see that one means by which this community of interest can be formed and communication facilitated is the community college.

Unexpectedly, the ground work has been laid in the process by which the college district is formed. Old and often archaic political subdivisions and vastly different economic and racial neighborhoods are cut across in the sometimes agonizing struggle of shaping the new district but the product is the basis for a potentially new community - an identifiable area of citizens with some interests in common.

Not only are people and groups obliged to get along together who have not had reason to before, the fact that the new institution adds to the tax bill promotes a great deal of discussion. Certain questions about the area are bound to be raised. All at once the citizens find themselves discussing values - what they believe about community life. What is important. What they are willing to pay for. They ask, "What is happening to our community?" "Is this a desirable place in which to live?" "Will it 'keep up'?" The slow and difficult process of establishing new alignments and groups of people into concentrations of somewhat common interests goes on. Communication takes place, an indispensable requirement for a democratic society. Time and time again, in dozens of places in this nation, in cities split, pushed, squeezed, and ruptured by the pressures of belt ways, throughways, expressways, freeways, airports, and urban renewal, a new community of interest has emerged-the community college district. The college has been both a catalyst in a developing community consciousness and the product of that consciousness. The college has become a symbol of what the community wants to become.

Community Development

But the process does not stop there. This is the beginning. Because of its strategic setting and its basic aim to extend educational opportunity, the community college has leadership responsibilities in creative community development. By design, the college can develop the leadership capacity of local citizens. One way it can do this is by teaching people - adults and youth - faculty and students - the skills of argumentation and deliberation. One of the great obstacles to communication is our inability to carry on constructive discussion and analysis of issues. Too soon the issue is forgotten as the debaters attack each other. The college not only provides a forum but it seeks to cultivate in all the means by which that forum can be utilized and perpetuated. The college is non-partisan. All ethnic, religious, economic, and social and interests and groups are represented (or ought to be). Here is a community cross section and the college provides an instrumentality by which problems can be studied which cut across all segments of the population and are of common concern.

A college like this is not regarded as alien but as a vital community center. The National Advisory Commission on Civil Disorders called for just this kind of institution. One with community participation in the educational process so that the community would have a means through which to play an active role in shaping activities. These are not new or strange concepts to the community college. Locally controlled and locally oriented institutions already exist but now we see that this kind of organization shows new promise because not only are institutional ends achieved but that very process contributes to community improvement through development of leadership capacity in those who carry responsibilities.

What of the trend, though, toward larger districts and greater state level control in many parts of the nation? The presumed advantages of political power, economy, and efficiency, must be balanced carefully against the substantial values of significant local involvement. Where the community college has been at its best it has reached out to the people who compromise its environment, involves them, identifies with them, is of them, and bv them.

Opportunity for All

To whom does the college reach out and what does it have to offer? One of the country's leading columnists wrote recently that a longstanding mark of this country's greatness has been its ability to make the most of available resources. He said that whether it was a mass of scrap iron, a bundle of used newspapers, or 40 acres of scrubby land, there was someone who could turn it into something useful - at a profit to himself and to society. It is only human resources, he mused, that we have been inclined to waste - and we seem to become more expert at that every month. Here is the surest test of whether community does fully modify the noun college - is educational opportunity open to all? Are we making the most of human resources?

If you were to describe the mission of the community college in one word, it would very likely be "accessibility". From Florida to Hawaii, the aim has been financial and geographic accessibility - Low cost and close to home. Admissions policies are generally "open door". A great variety of programs are available. No question but that great educational gains have been made and the proportion of high school graduates going on to college has risen dramatically and much of this is due to the impact of the community college. But now the span of our program and services must be much wider and our outreach greater if the varied and critical educational needs of our communities are to be met. I say outreach because putting educational opportunity within reach is no guarantee that the potential student, for reasons that seem good to him, will be inclined to reach.

In this nation, approximately eight percent of disadvantaged high school graduates, many of whom are Negro, attend college; the comparable figure for all high school graduates is more than 50 percent. According to the Commission on Civil Disorders the fundamental reason for this disparity lies in the cost of higher education and the poor quality of elementary and secondary education available to disadvantaged minorities.

Until opportunities are improved at these levels, if we are to provide equality of opportunity for disadvantaged youth with college potential, special programs are needed. The Commission urges the expansion of Upward-Bound. As you undoubtedly know, this program is funded by the Office of Economic Opportunity and makes it possible for students from poverty backgrounds to attend six to eight week summer sessions on college campuses and receive special assistance throughout the school year. It is designed to motivate and prepare disadvantaged youth for college. The program has been judged effective. Of the 23,000 students covered in 1967 (52 percent of who were Negro), 83 percent went on to college. However, estimates indicate that some 600,000 poverty-area students could usefully be included. The commission also calls for special one-year educational programs with the function of providing college preparatory training for disadvantaged youth. These programs, according to the commission, could be operated by community colleges or local boards of education.

Now here is a troubling question. Why was it necessary for Upward-Bound to be conceptualized and initiated by the Office of Economic Opportunity? Because they had some money? Was that the only reason? If community colleges were providing full educational opportunity with the financial backing of their districts would not programs like Upward-Bound be considered normal and continuing parts of their regular work? Could not the community colleges establish an effective relationship with high schools so that from early high school years individuals could be led toward appropriate educational experiences in the community college?

We know that many of our students are enrolled for one year or less - that a large proportion will have no further college work before entering upon the responsibilities of citizenship and occupation or will experience these with their academic work. How realistic and suitable are the programs we now offer them? As many as two-thirds of our enrollees will not transfer to four-year colleges and universities. How relevant is the present curriculum content to their needs? How appropriate are the curricula and the ways we teach if we are to serve more effectively the bottom half of the economic-academic population as well as the upper half? We know that many youth do not want to have a fulltime college load. They want a job along with some college work. There is plenty of evidence that work experience programs make sense to the student and provide him with substantial motivation for learning. Why don't we have more of them? In what ways can other out-of-school experience, including community service, be organized to connect with the academic experience for increased motivation for learning and greater sense of personal identity for students? What justification is there for the present pacing of formal education after high school - attendance patterns, credit and grading practices, course organization and sequence, academic calendars?

What new teaching/learning strategies are called for in one and two-year programs, like tutoring, computer-assisted instruction, team teaching, and other newer approaches?

Toward Universal Educational Opportunity

This is a call for the community college to accept its broad and distinctive mission. Societal needs and aspirations have brought it forth.

It is an invention largely of the past fifteen years. As is true with most inventions, it was created because important needs were either not being met at all or uneconomically and ineffectively. Voices from many parts of the nation have sounded the rationale -

Robert Havighurst, a sociologist well known to this group, put it this way: "The junior (community) college must meet a variety of needs that other higher institutions cannot or will not meet. It must do this at relatively low cost."

A leading newspaper in the South editorialized: "One of the longtime basic education needs in this state has been the system of colleges located in communities throughout the state to serve those who cannot and who should not, because of various reasons, attempt to gain immediate admittance to the four-year schools. The community college, bringing education to the doorstep of thousands of North Carolinians who might not have otherwise attempted college, is filling the need for which it was designed."

And from California: "By their history and by their legal mandate California junior colleges are to complement not mimic the other segments of higher education...the junior colleges are particularly charged with providing services and programs not offered by the other institutions and to educate a more heterogeneous student body."

What is the message in these and other similar statements? Simply and forcibly this comes through - the community college has a distinctive educational assignment. An assignment to be carried out within a planned, coordinated, and complete system of higher education. And what is the assignment? The major responsibility of the community college is to provide those learning experiences commonly needed as the level of educational effort in each community rises necessarily two years beyond the high school. For more than half of the students the community college will represent final formal educational experience before they assume responsibilities of citizenship, family, and occupation, or will be concomitant with these. This means that their educational experiences to be of greatest benefit must be of value in and of themselves, not just preparatory for either job or transfer to another college or university.

Right here is a crucial point in understanding the community college and its place in the system. For various reasons, among them some unfortunate antipathy toward identification with secondary education and drawn by the prestige attached to the college stereotype in our culture, the community college has leaned heavily in the direction of higher education with its symbols, procedures, folklore, and objectives. No wonder then that the question is frequently raised, "When is John Doe Community College going to become a regular college?" or that administrators are perplexed and frustrated when a high proportion of their graduates do not transfer to a four-year college. The status the community college seeks has to be won on another basis because its assignment in breadth of educational services and in clientele served is similar now to that given another educational institution a generation or two ago - the comprehensive secondary school - to extend educational opportunity to all of the population.

And from Puerto Rico to Hawaii this is happening. Seventy-two new junior colleges opened in 1967. Sixty-eight of the new colleges were public institutions. They had initial enrollments of 66,056 students. The two largest of these, one in Texas and the other in California, opened with enrollments of 4,214 and 5,806 students respectively. Illinois and Virginia each opened seven new institutions; Iowa six, while California and Texas each established five new colleges. Assuming a continuation of the average percentage annual increase in enrollments of the past six years, we can expect more than two million students by 1969 and three million by 1972. They will be enrolled in approximately 1200 junior and community colleges - almost 1000 of these will be publicly supported and they will be part of statewide networksof community colleges located within commuting distance of the residents of these states.

The policy of placing these institutions within easy reach of the population has now been formally adopted in many parts of the country. Typical of what is happening has taken place in Florida. Last June a resolution was adopted by the legislature of that state and signed by the Governor which recognized that with the establishment of the final junior college area in Florida that the Master Plan envisioned by the Community College Council in 1957 had been completed. When the newly authorized institution opens in the fall of 1969 the state will have put community college services within commuting distance of 99.6 percent of the population. Last September there were 26 of the 28 institutions in operation and they were serving more than 91 percent of the population. By this action Florida became the first state to make junior college services accessible to almost all of its citizens. That this development took place in a systematic and orderly fashion is as noteworthy as the fact that it was done in a decade.

I refer to Florida's achievement not only because it deserves recognition but because the pattern of junior college services found there will be replicated in most of the other states within a few years. New Jersey, Pennsylvaniz, Virginia, New York, California, Illinois are among those which have adopted this educational policy.

Educational Opportunity - A Right and A Means

We have entered a new era in American education - on the face of it that statement appears trite, but it is profoundly important and true. Educational opportunity is now a right to which the people of this country are laying claim. It is the means by which people find their place in the sun. Deny them the means and you deny them their place in the sun. These are no days for business as usual in the colleges of this land. The conditions in our environment that have produced the community college signal to all colleges and universities that structures must change where necessary not only to accommodate to this new kind of institution, but to the wider conditions that have produced it. The policies, practices, and procedures of American education must facilitate the development of students, not impede nor deter. Suitable lines of educational experience and growth of the individual must be kept open-ended. Institutional frameworks will bend and adapt to humane values or be broken. Proprietary and possessive attitudes by faculty and administration toward "their" academic and scholastic communities are as obsolescent as hand-copied transcripts, but evidence of their existence still remains. Jencks and Riesman in their recent book, The Academic Revolution report that "some 600 publicly controlled two-year commuter colleges ... teach both subjects and students whom most scholars regard as worthless." I wish that they and the scholars they refer to could have been present with me at the commencement exercises of a California junior college a few weeks ago. It was late afternoon and two lines of graduates came forward as their names were called to receive their diplomas from either the president of the college or the chairman of the board of trustees. Several thousand people sat in the stadium. Little groups would applaud or sometimes whistle enthusiastically as their favorite - brother or sister, father or mother, had his name called. Yoshida, Takahashi, Valenzuela, Romero, Schneider, Jones, etc. A thousand names were read. They told a story about America and its people and its mission. Also they said something important about that college and its place in the community. Some who came forward were from the Japanese and Mexican-American families who have operated the truck gardens and farms of that area. The oldest graduate was born in 1904 - the faculty applauded as he came by - the youngest graduate was born 45 years later, in 1949. Fifty or more young women received the Associate Degree in Nursing. I was reminded of the experimental beginnings of that program in junior colleges just a little more than ten years ago. Now it is offered in almost 300 institutions and is not only producing personnel critically needed for our expanded health services but new opportunity is given for self-development to thousands of persons. One man who walked across the stage was chief of police in a nearby community. I saw other graduates from the law-enforcement program and I thought of the important social need which has led to more than two hundred such programs in the past few years. I saw pride in the faces of all of these people. I sensed a spirit of community identification. This institution was theirs - it was their means toward a better life, however they might define that. I perceived what the college was doing for that community and I must add, what that community was doing for the college.

Many of the people who went out of El Camino College this spring, and those who completed programs at other community colleges, had rebelled against certain social strictures and academic mores. They had rebelled against the notion that only a select few in this country are really equipped to pursue higher education.' They had rebelled against the idea that college is not college unless it is four years culminating in a baccalaureate degree. They had rebelled against the common view that only the well-heeled go to college.

Theirs was not a violent revolt, nor, perhaps were they even conscious of being participants in it. It would not have come about had there not been an instrument for it. That was the community college - yet to fully prove its worth in a time of social revolution, but with all the potential, the zest and promise, to help combat the frustration and fear of these times. Not alone. In concert with other educational institutions and agents of human development and redevelopment.

We cannot look back at the good old days, hoping to find solace in what went on before. We cannot stand still--hoping somehow it will all pass. And we really cannot afford to simply look ahead at what we might do tomorrow, or next month, or next year.

In the vernacular of the times - this is now, Baby. We've got to move.